

THE SCHOOL JOURNAL.

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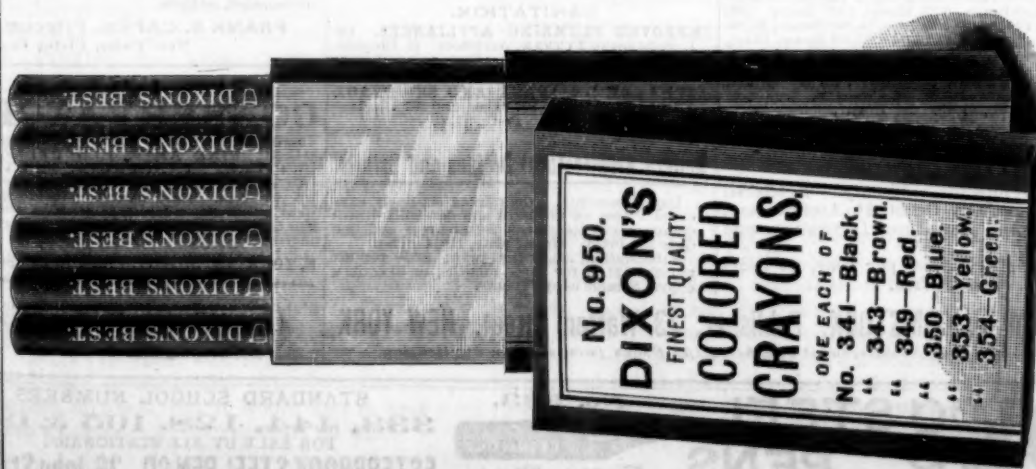
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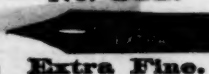
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Happy the man that, when his day is done,
Lies down to sleep with nothing of regret.
The battle he has fought may not be won,
The fame he sought be just as fleeting yet.
Folding at last his hands upon his breast,
Happy is he, if, hoary and forspent,
He sinks into the last, eternal rest,
Breathing these words: "I am content."

But happier he that, while his blood is warm,
Sees hopes and friendships dead about him lie,
Bares his brave breast to envy's bitter storm,
Nor shuns the poison barbs of calumny;
And 'mid it all stands sturdy and elate,
Girt only in the armor God hath meant
For him who 'neath the buffetings of fate,
Can say to God and man: "I am content."

—EUGENE FIELD.

IN what direction is educational advance to pro-
ceed? To stand still is impossible. We must
go forward or backward. The JOURNAL has pro-
nounced opinions, but it would like to hear from
those who object to the positions we take.

THE time will come, in the good future, when
offices will seek men and not men offices.
Especially do we think it is very degrading for any
first-class educator to solicit influence that he may
be appointed the United States Commissioner of
Education. This office, the highest, although not the
best paid, of all educational offices in this country,
should seek the holder of it. It is humiliating to
know that any man, who is qualified to become
United States Commissioner, should ask any other
man to lift his finger in his behalf. His character
should be so high, and his native qualifications so
apparent, that every one would testify to his emi-
nent fitness for the place. Let us hope that future
years may not only make the Bureau of Education
far more useful than it is, but far more removed
from the self-seeking of hungry aspirants.

WHAT is the remedy? We mean what remedy
will reach the needs, say of workingmen?
For example, there has been ten millions of money
spent by workingmen during the past ten years, and
yet they have attained to no solid benefit. Now,
there is to be a great attempt made by them to
reduce the working day to eight hours. The
account of all these efforts makes painful reading.
The reason is that, substantially, there is but one
remedy that really lies in man's power, and that is
enlightenment.

When Mr. Powderly proposed to inaugurate a
great reform by unionizing the workingmen of the
country we urged that instead he propose educating
them. He said that was his plan, but previous
to that he must unite them. He united them and
they have had the dear education of experience.
We still urge the workingman to educate himself
and his children.

It is not that men are working more than eight
hours per day that is hurting them. Work is not a
curse to mankind. Ignorance is the foe that must
be overcome. The man who really wants to benefit
mankind sets out like Jesus and Socrates to set
mankind to thinking, to think deep and foundation
thoughts, to get hold of first truths, to meditate
upon the universe, its Creator, and man. Those who
usually attempt to reform mankind without having
studied deeply, begin to wash the outside of the
cup and platter; it is man's heart and mind that
need reforming.

The effort of the parent is in the right direction;
the child is told the names and uses of things,
to speak and write what is right and what is
wrong, and to labor to earn a living. As people
advance in civilization they advance these lines.
The schools are special agencies for this work; the
teacher is the special laborer. To advance mankind,
advance the teachers.

To look back on the efforts of ignorant teachers in
this city who have tried to tell the carpenters, the
masons, the printers, the feather-workers, the car-
drivers what to do, during the past ten years,
is indeed fraught with pain. Money has been given
freely to them, but the blind undertook to lead the
blind. Thousands now see it; but they are
probably not yet ready to follow the only true way
out—and that is the way of enlightenment.

A SUBSCRIBER asks us if we think a teacher
should also teach in the Sunday-school. We
would not put it in quite that way. It is not *should*
he teach, but *may* he teach in the Sunday-school.

Every teacher imbued with a real love of benefit-
ing children, will want to teach them in the Sunday-
schools, and if he has the strength he will do so.
He has little opportunity to teach them the interest-
ing and important knowledge that is found in the
Bible; and we who have that knowledge know how
precious it is to us. The writer well remembers
going six miles, every Sunday morning, for several

years, to hold a Sunday-school, and would not part
with the precious experiences thus obtained. Our
counsel to the teacher is to make himself felt in all
directions, intellectual, moral, and religious. Let
him broaden his influence. Let him make himself
known as a promoter of all that is good, elevating,
and ennobling.

IT seemed very singular to us in Washington that

Mr. Winship, the accomplished editor of the
Boston Journal of Education, should be found
defending superintendents without practical educa-
tional experience. He gave them a certificate of
ability without their asking for it, too. Now, we
think that these men are a dead weight to the pro-
fession. We refer to city, township, county, and
village superintendents; such men as Superinten-
ents Higbee, of Pennsylvania, and Draper, of New
York, are not called on to meet and instruct teach-
ers and inspect schools, and do not therefore come
under the rule. The rule should have no exception,
that men who are to teach what to do, should know
how to do it.

There are plenty of people that need more money,
and who are willing to superintend schools to get it
—and such superintendence! Generally such men
are wise enough to leave the teaching of teachers
alone, and devote themselves wholly to the
general outside appearance, the order, the cleanli-
ness, and management. But that is not superinten-
dence as Mr. Balliet defined it. In his able paper
he said this officer must teach the teachers the art
and science of education; the former by actually
teaching; the latter by expounding the principles of
an art he understands.

It did not occur to us that there was any excuse
for a custom so entirely bad as that of electing
a man to do what he was incompetent to perform.
There is another thing to be said; the office is one
that belongs to the advanced teachers and they
should not be deprived of it. To put in the
place of Supt. Seaver any other than an accom-
plished teacher would be a discouragement to the
whole body of school principals in Boston.

While we doubt not that some men, not teachers,
have acquitted themselves well as superintendents,
it has not been because they understood the art and
science of teaching. They were wise enough to
employ experts to do what they could not do. As
one such remarked: "If I find things going bad in
one of my schools, I have one of my best teachers
go there and straighten up matters."

But the doctrine that one not practically
acquainted with school-room work should be set to
superintending those who do, is a most pernicious
one.

IT ought to be noted by every thinking teacher
that the manual training movement is but a
farther development of *objective methods of teach-
ing*. It is an extension of the great discoveries of
Pestalozzi. In this country, about thirty years ago,
Prof. E. A. Sheldon, then at the head of the Oswego
Normal School, felt the need of employing more
objective methods. A Miss Jones was sent for from
England; she was a teacher in a school near Lon-
don founded to extend Pestalozzian ideas in
England. For several years this accomplished lady
assisted to make objective methods known at
Oswego, and set a wave in motion that has acquired
force as it spread.

It has been apparent for ten years that America
was preparing to advance beyond the methods that
had been employed in the schools. The movement
has begun, and the question now is, are the teachers
ready to employ Pestalozzi's ideas to a greater ex-
tent than formerly. All of the good methods now
employed are really of Pestalozzian origin, though
few know it. Again, will the teachers take up this
movement intelligently, or will they wait to be
forced to do it by the churches?

TROUBLE FROM TWO SOURCES.

Much has been said recently in our papers concerning our public schools, and it is evident that most of the trouble connected with them arises from two sources:

1. An incorrect conception in the public mind of what education is, and
2. A want of business common sense in the management of school affairs.

When a contractor undertakes to build a house, he first studies the plans and counts the cost, and then binds himself to deliver the building according to the specifications. As the work progresses it is under general supervision, and at certain stages of the work, provided what has been done is satisfactory, specified sums are paid. The contractor is independent in his work, only bound to present the building according to his contract. No one directs whom he shall employ or how much he shall pay for material or labor. He can make contracts with his men to work five or twelve hours a day, just as he can agree with them. He is only held responsible for results, and that the work shall be accomplished within a specified time.

Now for the application. To a principal is entrusted the care of the school. He is the contractor. All his assistant teachers should be nominated by himself. If he is able to manage a school he should be trusted with the work, and his success measured by results. All interference with him in reference to special plans should be considered an impertinence. His assistant teachers should learn to look to him and to him alone; but the whole should pass under frequent review in a general way by the city superintendent and his assistants. Teaching methods, and plans, belong to the principal and his assistants. Trustees may have a place in a system of public instruction, but it is not their place to interfere in any way with the methods of teaching, or with the appointing of the teachers. If a city does not direct the superintendent of the new aqueduct in reference to what men he shall employ, and how much he shall pay, why should trustees, or the board of education, direct a principal as to what assistants he shall employ, or exactly how much or in what way he shall teach? We have many able principals in New York City, but they have all, in many ways, been much hindered by unwarranted interference.

Again, a board of education should have nothing to do with outlining the professional part of school work. This should be committed into the hands of educational experts, and their decision should be received with the highest degree of respect. As it now is, eminent men from various walks of life are called to administer a public system of education concerning which they know very little, and especially to dictate in reference to special professional work about which most of them are entirely ignorant. If we leave to doctors, lawyers, and clergymen their own special work, why should not the board of education leave to educational students that which especially relates to the administration of methods and plans of school administration? This meddling with things that are not understood has wrought great mischief in this world of ours in many ways, and is bringing great injury to-day upon the schools in this city. The members of the board of education, as ladies and gentlemen, are held in the highest esteem, but few of them usually profess to be educational experts.

No changes should be made until after the greatest deliberation. School affairs in this country are in a transition state. What is done now may remain for the next fifty years. It is the part of wisdom, then, to move wisely. Hasty action will be certain to plunge the schools into greater difficulties, and render the future work of reform much more difficult than it is at present.

THE SOUTH AND THE BLAIR BILL.

Judge James K. Hook, state superintendent of public instruction for Georgia, says that President Harrison, when in the Senate, voted both times for the Blair bill, when it was before that body. The Republican National Platforms of 1884 and 1888, both declare in favor of federal aid to education, and General Harrison's letter of acceptance of the presidential nomination is a direct indorsement of the platform, and of such aid to education in the South. His inaugural address is full of the subject, without discussing specific measures, and the common understanding now is that the education bill will be passed by the next Congress. Nothing can prevent it, if the people who desire it make their wishes known through the press, by memorials to Congress, and by the action of their representatives. It will be the

fault of the people and not of the President if the bill does not become a law during the next Congress. But the friends of the measure should remember that they must perform their duty by demanding its passage in such a way that the Congress shall understand their will. The necessity of temporary national aid to common schools is not decreasing, and the friends of education should everywhere arouse themselves for a mighty and universal effort to secure the immediate passage of this most important of all public measures. It is a burning shame that the South has not received aid long ago. The people of the South are, and have been, struggling under loads enough to crush any people, but we know the stuff of which American men and women are made of, and so we know the reason of their endurance. But the limit will be reached. Those politicians who can not see their way clear to provide the means for educating all the children in all parts of their country, can not see clearly enough to read the Constitution and Washington's farewell address. What makes us great? Ignorance? Why then foster it? Some one asks, "Are we fostering it?" Look at the number of our illiterates north and south and judge. There is no need of argument when a house is on fire. It must be put out. Everybody knows that. But it is useless to argue with those who will not see; none are so blind.

EDITORIAL CORRESPONDENCE.

It is remarkable how little the effect of the winter meeting of the school superintendents has upon Washington. This is due to the political character of the city; those who come there or live there, have little interest in questions relating to progress. In one sense the city is a vast camp; the people live like the people of New York or Baltimore, but they do not feel like them; they are not interested in local questions because they do not elect a single officer.

Still there was some comment on the meeting. Dr. Harris' paper, on the "Psychology of Manual Training," was said not to evince much study or labor. The discussion on "Examination of Teachers," was not deemed a strong one at all. Messrs. White, Wise, Harris, and Hancock did not meet the main question, nor propose a remedy if one was needed. The paper by Supt. Balliet, of Springfield, on "School Superintendence" seemed to give great satisfaction. He takes the ground that the great mass of teachers need constant instruction in methods and principles, and the question for the superintendent to solve is how to accomplish this. The JOURNAL has pointed out for fifteen years that this is the great educational question of the day.

A visit to the high school was made to inspect the manual training done in its vicinity. Several rooms devoted to cooking, and to the bench-work and forging were visited. Supt. Powell has made an excellent beginning, and only needs money to extend it parallel to the whole course from the first primary to the last year of the high school. The same interest that is seen in all properly conducted manual training schools exists here.

Arriving at Baltimore, after a brief visit to the celebrated Walter's gallery of paintings, a call was made at the office of City Supt. Wise. Finding that he was in his office only in the afternoon, I went out to inspect the fine buildings of the city for a time. On my return I had an interesting visit with Mr. Wise and his assistant. Baltimore has taken up manual training, but I was not able to visit the schools at this time. It is safe to say that when a man of Mr. Wise's brain and culture is at the head of a system it will flourish, unless the politicians hamper him.

As I stated in my letter from Philadelphia, my visit to the manual training school was short, last month, but it left me curious to know and see more. The name is a misnomer; it should be *youth garden*, or something similar. We need a term very much; we have *child gardens*; we are coming to advanced *child gardens*; and *youth gardens*. The school is really a high school conducted on the best educational principles. Wm. L. Sayre is the principal, and from him, as we went about, I gained some interesting items.

(1) There are three hundred pupils there now; there would be four hundred if there was room; a three years' course. The pupils take up (1) language, (2) science, (3) mathematics, (4) drawing, (5) construction (tool-work).

The first four are extensively and thoroughly pursued in the two upper stories; the latter is carried on on the first floor. The first four are pursued in many ways differently from the book-method-way of most high schools: in general, if an objective way can be found it is employed.

(2) It is somewhat curious that the pupils are mainly sons of clergymen, lawyers, doctors, and literary men, &c. The working people want their sons to have a literary education, thinking thereby to have them escape the drudgery they have had. Of the fifty-eight graduates last year, twenty have gone into colleges, two are clerks, six electricians, sixteen machinists, a number are students of law, medicine, &c.

(3) The deep interest of the students was apparent. While sitting in the principal's office after the session was over, pupil after pupil came in for permission to stay and work in the shops. No rules are needed, nor punishments; no disorder arises. There was an air of self-government, self-management, that was very apparent.

This school only needs room to expand largely; a thousand pupils will come to it in a few years.

A. M. K.

IMPORTANCE OF THE DISTRICT SCHOOL.

A superintendent in Florida says that "the most important school in the state, to the ordinary citizen, is the one at his door, and he should spare no pains nor expense to make it so good that the children of himself and his neighbors may receive first-rate common school training therein."

Another from South Carolina says that "we can get on for many years to come with a modicum of schooling, if only our people advance surely in economy, thrift, and in the intelligent appreciation of the real benefits of the common school education. We do not need book-learning so much as we need training in independence and self-reliance."

The latter words came to us from honest old South Carolina. These are the guns she is firing to-day.

A POLITICAL VIEW OF THE UNION.

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North and South Carolina, Tennessee, Texas, Virginia, and West Virginia, fifteen Southern States, send thirty democratic senators.

Colorado, Connecticut, Illinois, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Nebraska, Nevada, New Hampshire, New York, Oregon, Pennsylvania, Rhode Island, Vermont, and Wisconsin, eighteen Northern states, send thirty-six republican senators.

California, Delaware, and Ohio send one senator of each party. Two Northern states—Indiana and New Jersey—send four democratic senators.

From the Southern states there is one republican senator.

From the Northern states there are six democratic senators. Of these the one from Ohio, the one from California, and the two from Indiana, represent states which have since their election become republican.

A SCHOOL-BOOK SYNDICATE.

A "syndicate," in its ordinary sense, means a combination for the purpose of controlling prices of some commodity. In this sense there is no syndicate. The association of school-book publishers has to do solely with the introduction of books, but has nothing whatever to do with the prices of books. The articles of association expressly provide that each publisher shall be free to fix his own prices and his own discounts, and there shall be no restraint as to the number of books published.

While the rules of the association will not allow one house to use its influence and its agents to put out the books of another house in the association, any school board is at liberty to examine books for itself, and can put out the books of any house and put in the books of any other house. Since the formation of the present book association, six years ago, the price of not a single school-book has been advanced, and on the contrary the prices of many books have been reduced.

Owing to the fact that agents are not allowed to displace books, changes of books are much less frequent than formerly, and in this way the people have been specially favored. In no respect does this association interfere with the liberty of free choice of books, and in no case does it enhance the price of books; but on the other hand it, in some ways, is a positive benefit to the people.

The JOURNAL believes that too much money is spent in making some of our school-books, and in some cases the prices are too high, but it insists that the so-called "syndicate" has nothing whatever to do with it.

A NUT FOR THE OBJECTORS TO MANUAL TRAINING TO CRACK.

Girard College gives a remarkable proof of the value of industrial training in education. It was once difficult to find places for over nine boys out of ten. For the last two years, although the labor market is always growing more and more full, not one boy in a hundred has missed a place. Will some conservative advocate of antediluvian teaching explain this fact?

HE WAS CHAMPION.

The saddest sentence we have read for years we clip from the *New England Journal of Education* of last week. Speaking of the recent superintendents' meeting at Washington it says:—

"Dr. E. E. White, Cincinnati, was the champion, pre-eminent, of the anti-manual training forces. He never talked more easily. He spoke more fluently than any other member of the department, and was always welcome."

It was easy for him to oppose "manual training." Why? Because he "was always welcome." Let this sentence remain on record. We venture the prediction that the time is near at hand when anti-manual training speeches will not be so welcome. We recognize Dr. White's eminent ability, and so all the more are we sorry he is putting himself on the wrong side of a question certain to be decided against him. The world moves right on, even though some good men are mistakenly led to oppose its progress.

We are very desirous of hearing from Mr. Giffin's last dictation, viz., the "Letter" in answer to the advertisement for a book-keeper. Address Principal Wm. M. Giffin, Lawrence street school, Newark, N. J.

MR. A. E. FRYE, author of "Child and Nature," recently won the middle weight university championship in wrestling, and a beautiful solid-silver cup as a trophy. He has been in training for this since his return to his law studies the last of January. A four-mile run, a six-mile walk, two hours of gymnasium training, two lessons in wrestling, and careful dieting, has been his daily preparation during the past month; and although he weighed only 139 pounds, he won the championship up to 160 pounds; so it can be judged what his physical condition is, notwithstanding his hard year's work. Geography lecturing evidently agrees with him.

C. GOODWIN CLARK recently died at his home in Allston, at the age of sixty-three. He was born at Guilford, Conn., of good old Puritan stock. He was a student of Dr. Philbrick in the Connecticut State Normal School, and was afterwards a teacher there. He won reputation as a grammar master in New Haven, and came to Boston as a sub-master in the Bigelow school, and afterwards became master. Upon the death of Mr. Barrett, of the Lincoln school, he was transferred to that school, and upon the organization of the Gaston, became its principal.

JOHNS HOPKINS UNIVERSITY has done a work in the higher education, which makes its success a concern to all who wish to see the spread of knowledge go on. Fortunately the special fund of \$100,000 which has just been raised will enable the university with its other resources to continue its work for two years longer, until dividends are resumed by the Baltimore and Ohio, or its other property can be made productive.

OUR paper is again full of good things for thinking teachers: "Teachers' Examinations," by Supt. Newell; "School Principals," by Supts. Greenwood and Howland; "Examinations," by Supt. Littlefield; "The City Superintendent," by W. S. Blair; "State Institutes," by Supt. Jones; "Examination of Teachers," by Dr. White; "State Teachers' Institutes," by Sec. John W. Dickinson and Supt. A. G. Lane; "Manual Training," by Supt. Seaver and Jerome Allen; "Education in the South," by W. R. Garrett; and "The State and Higher Education," by Supt. Campbell. This is not all. Next week we shall resume our usual order both as to quantity and arrangements. We are receiving a great many letters just now. Let them come: we will try to take care of them.



ADONIJAH STRONG WELCH.

The subject of this brief sketch was born in East Hampton, Connecticut, in the year 1821. The first eighteen years of his life were spent in and near his native town, where he learned and practiced the trade of making sleigh bells. He emigrated to Michigan in 1839, and made preparation to enter the university of that state in the academy at Romeo. He was admitted to the university in 1843, and was graduated from it in 1846. During his university course he made an excellent record for scholarship and ability. From 1844 until the date of his graduation in 1846, he had charge of the preparatory department of the university. His success in this work, and the pleasure he took in performing it, undoubtedly determined the direction of his course of life, though for a time he persisted in his original intention to engage in the practice of law. In pursuance of this design, he removed to Detroit immediately after graduation, and spent the succeeding year as a student, with the law firm of Lothrop & Duffield. In 1847, receiving a call to Jonesville to the principalship of the first Union school established in Michigan, he began his career as a teacher, which has hardly been interrupted until the present time, a period of over forty years. The excellence of his administration of this institution brought him prominently before the public as a teacher of extraordinary merit, as an instructor of great ability, and a disciplinarian of unusual power. In 1851 he was tendered, and he accepted, the principalship of the State Normal School at Ypsilanti, Michigan. Entering upon duty in October of that year, he organized it and administered its affairs, until ill-health made it necessary to resign this charge in the summer of 1863. During his connection with the Michigan State Normal School, he organized, and was president of, the State Teachers' Association, a body which, from the beginning, has powerfully influenced the course and the progress of public education in the state of Michigan.

His management of the normal school, his lectures on education, delivered in all parts of the state, and his services as a conductor of teachers' institutes, were of such a character as to make him one of the foremost men of his state in its educational affairs. Upon leaving the normal school in 1865, he removed to Florida, where he gave his time and his best energies in helping to bring that state back into the Union. In 1867 he was elected a senator from Florida to fill an unexpired term in the senate of the United States. Returning North in 1868 he accepted a call to the presidency of the Iowa State College of Agriculture and Mechanical Arts. He organized and opened this institution in 1869. He conducted its affairs for fifteen years with its accustomed energy and success.

To his great ability as an executive is largely due the prominence which this college has achieved among American institutions of its kind. Resigning his charge in 1884, again on account of ill health and business interests, which called him abroad, he spent a year in Germany. Upon his return in 1885 he accepted the chair of history of civilization and practical psychology in the institution over which he had so long and so successfully presided. He is at the present time occupied in the duties of this professorship.

As an acknowledgment of his broad scholarship and eminent public service, he received in 1873 from the University of Iowa the degree of Doctor of Laws, and in 1878 the University of Michigan conferred the same high, but well deserved, honor upon him. He is the

author of several educational works, among which are an "Analysis of the English Sentence," "A Treatise upon Object Lessons," an elementary work entitled, "Talks on Psychology," and a more advanced work upon the same subject, called "Psychology for Teachers." The most widely known and extensively used of these books is his "Analysis of the English Sentence." His "Psychology for Teachers" was published very recently, but after careful examination of its contents, we do not hesitate to predict that it will, as it becomes better known to those interested in this line of investigation, have a marked influence upon American schools, and establish for its author a wide reputation for close and accurate thinking, and for exceptional clearness and terseness of expression.

Since the above was in type the wires have brought us the sad intelligence that Dr. Welch died at Pasadena, Cal., March 15. The particulars concerning the last of his life will in due time be given to our readers. In the meantime the young men must come forward to fill the gaps the departure of the fathers are making.

DIFFICULTY OF WORK.—TEACHING TOO MUCH.

CHARLES G. LELAND, in his excellent book on "Practical Education," says that in his youth he was at several schools and is firmly convinced that there was in all an average waste or loss of time and work of at least fifty per cent., owing to the needless difficulty of the tasks allotted: "I never once had a lesson that was not really harder than it should have been. In a class of twenty the lessons are such as are easily learned by the two or three cleverest ones, and this is the standard for all. It is a false one. It is exactly as if because a horse can occasionally do his mile in two minutes, he should be expected to keep that pace up all day. A boy should never have a lesson which he cannot learn with ease, and it should be adapted to his intelligence and power of memory. And, therefore, I would oppose with all my heart the principle of competition in education where the object is not to teach *all* as much as possible, but to reward a very few for being cleverer than the rest, and so induce the majority to neglect work. We are told that there is no royal road to learning. If this be so, it is time we made one."

What Mr. Leland says is worthy of careful attention. His book is full of the advanced views on the development of memory, increasing the quickness of perception, and training the constructive faculty. His is a good book to have lying about on a teacher's desk.

THE evening stars for the present month are Saturn, Neptune, Venus, and Mars; morning stars, Uranus, Jupiter, and Mercury. Venus reaches her period of greatest brilliancy on the 25th. at 1 h. p.m., and shines in full splendor. Her light is so great at this period that she may be seen at midday appearing like a point of intense whiteness. Saturn, if not as brilliant in the east in the early evening as Venus is in the west, has the advantage of being visible long after his fair rival has sunk below the horizon. Mars may be found above the horizon more than two hours after sunset. He is so far away and so small, that it is difficult to keep track of him among the stars. Neptune is on his way to conjunction with the sun. He would not be an attractive planet for a residence with a year, or revolution round the sun, 165 times as long as a year on this planet, and the sun in his sky reduced to a star the size of Venus when at her greatest brilliancy. Jupiter is very brilliant in the morning sky, shining brightly after all the other stars are hidden in the approaching daylight. Mercury reaches his greatest western elongation this month. Observers blessed with good visual powers may discover Uranus with the unaided eye as he is near opposition.

WE desire each teacher who uses objective methods in geography, history, language, science, apparatus making, etc., to describe his school to us. Methods that have been tried and found serviceable are always helpful to others.

PRESIDENT ROBINSON, of Brown University, in a public meeting in Providence, last week, made a masterly plea for an education by which a young man could be trained to earn a living.

WHICH is preferable, "Having heard this, he departed," or "When he heard this, he departed"? A friend of ours is almost dying to have this question settled. Will some one help him?

Abstract of Papers Read at the Meeting of the Department of Superintendence.

WASHINGTON, D. C., MARCH 6, 7, 8, 1889.

TEACHERS' EXAMINATIONS.

By HON. M. A. NEWELL, State Superintendent Public Instruction, Maryland.

Why should teachers be examined?

Because in the other professions—law, medicine, theology—a course of preparation is exacted, and the proficiency of the students tested by an examination, and attested by the examining body.

Who should be the examiners?

As the law student is examined by lawyers, the medical student by physicians, and the candidate for the ministry by preachers, so the applicant for the teacher's office should be examined by teachers. In the class of teachers for this purpose we may include qualified superintendents.

What conditions should exempt from examination?

As regards literary and scientific attainments, the diploma of a high school or college recognized by the state should be accepted as sufficient evidence. It would be advisable for the proper state authorities to publish a list of the institutions which would be thus recognized.

What need is there for re-examination?

The necessity arises from the fact that young people often begin to teach just when they are beginning to learn. The habits of a student should be kept up by external stimulus, until the internal stimulus has been brought into action, and the habit of study has become a "second nature." This process of re-examination should have a definite termination.

Should there seem to be any need for continuing it longer than three or four years, let the teacher terminate.

On what subjects should teachers be examined?

The teacher, being supposed to have no diploma from high school or college, should be examined on the subjects he is required to teach, and should be tested also, outside of school text-books, on matters of general information which all well-informed persons are supposed to know. In addition to this, it is most important that the teacher should be examined in principles and methods of teaching, and in modes of organizing and governing schools. For both scholastic and pedagogic examination, the diploma of a state, or city normal school should be an adequate substitute; if it is not, the normal school demands re-construction.

Should examinations be uniform?

In state? In county? If state uniformity were desirable, it is not practicable. Uniform questions go but a small way to the making of examinations uniform. The conditions also must be uniform; and the marking must be uniform. It is quite possible, with different examiners, and the same questions, for one teacher to fail and another teacher with a worse paper to pass. But state uniformity is not desirable. Where one teacher may receive double the salary of another, of the same nominal grade, it is not right to exact the same qualifications. It is both practicable and desirable to have uniform county examinations, when there is but one examining authority.

Do examinations always examine?

Not always. I know a man who is recorded as having passed in the only subject of which he was ignorant, and as having failed in the one subject in which he was an expert. That man is the writer.

THE QUALIFICATIONS OF SCHOOL PRINCIPALS.

By J. M. GREENWOOD, Kansas City, Mo.

Boards of education designate in general terms the duties principals are required to perform, among which are the following:

1. To devote themselves exclusively to the interests of their respective schools, and to have the general management of the schools under their charge, and to open and close the same on time.
2. To maintain good order in the school building, on the premises, and in the neighborhood thereof, and to suspend refractory pupils when deemed best.
3. To see that all pupils are properly classified and distributed.
4. To advise with teachers, and to assist them in regard to the best methods of discipline, instruction, and arrangement of exercises.
5. To see that teachers are properly informed as to the rules and regulations governing the school, and that they carry out the same in every particular.
6. To examine, or to assist in examining, all classes as frequently as may be necessary.
7. To visit, as often as practicable, the rooms of their assistants, and to help them in their work.
8. To keep all school records according to prescribed forms, and make all reports required by the board.
9. To have personal care of all school property, furniture, apparatus, fences, walks, shade trees, out-buildings, and yard; direct and have control of the janitor.
10. Order supplies under proper restrictions, and suggest needed improvements.

These, perhaps, are the chief duties devolving upon principals.

While a principal may perform all the duties I have enumerated and be entirely competent to perform as

many more, yet it does not follow that he possesses the requisite qualifications to manage a school properly. Do we not look for other and higher and broader and deeper qualifications than these? Are not all these prescribed duties the visible machinery, labeled "special," that pertain to the external of school work, rather than to the school spirit itself?

Do not school authorities look beneath this exterior for something of flesh and blood more nearly akin to humanity than the automaton described under the head of "rules and regulations"?

I apprehend that an inventory of qualifications somewhat after the following would most probably run through the superintendent's head:

1. Will his manner attract or repel teachers, pupils, and parents?
2. Is his voice pleasing, or harsh and grating?
3. Is he pedantic and pretentious; or manly and dignified?
4. Is he fidgety and nervous; or quiet and equable?
5. Is his eye restless and foxy; or calm and penetrating?
6. Is his face deceitful; or pleasant and honest?
7. Is his walk hesitating and unsteady; or direct and firm?
8. Is his judgment wavering and fitful; or judicial and impartial?
9. Is his judgment narrow and selfish; or broad and liberal?
10. Is his scholarship weak and restricted; or comprehensive and accurate?
11. Is his health tottering; or is it vigorous and strong?
12. Is his moral nature weak and vacillating; or is it noble and elevated?
13. Has he stagnated; or is he still elastic and buoyant?

These and similar inquiries would arise, and each one must be determined positively, indifferently, or negatively. Granting that each is determined favorably, there are other qualifications that far transcend these, and other factors that need to be taken into account. The foregoing simply pave the way for those to follow.

His dealings with pupils are under two forms,—instruction and discipline. The positive instruction in his room is designed to the finishing class for the high school. The disciplinary side is not confined to his own immediate class. It permeates all rooms and all classes. His influence is felt everywhere; not that the teacher is put into the background, but that behind her, his presence re-enforces her authority, just as his knowledge is contributory to each teacher in her recitations.

If he cannot stimulate his assistants to their best efforts, without driving or scolding, his mental machinery is deranged. In whatever department he appears as teacher, he must exhibit all the qualities of a master workman. This necessitates a critical knowledge of all the branches pursued in his school, and how they should be taught, as well as entire familiarity with what is doing, or has been done, in other localities in this country, or among foreign nations. A true principal will draw his inspiration from the world at large.

The true principal is ever a learner. He may choose to work along special lines. But whatever his taste may be, he must not stand still.

The percentage mania is the worst form of acute insanity that can attack either a principal or an assistant. One consolation exists, however, and that is, the subject is never afflicted with it but once, unless he lingers and passes into a condition rendering recovery hopeless. No other school malady that has ever come within my experience produces such dire effects. I can compare it to no other great upheaval, unless I use the language of Chief Justice Marshall when speaking of the French Revolution, when he said: "It was the admiration, the wonder, and the terror of mankind!"

Whenever a principal boasts that his attendance, recitations, and "other figured affairs" have reached the highest possible results, there is just cause for alarm.

A principal is called upon almost every day to decide some question involving personal rights, duties, or obligations. As a law interpreter he is known. Frequently the success of his school depends upon his justice and moderation in settling conflicting interests, or in harmonizing differences. As a preparation for such duties, every principal ought to be well grounded in the elements of civil and criminal law, as well as in the law of contracts, and the law of evidence.

EXAMINATIONS.

By GEO. A. LITTLEFIELD, Newport, R. I.

Examinations are indispensable as a process of teaching, as well as of testing. They are a form of review with an extraordinary power to compel attention. Recitations cultivate critical power in matters of detail; examinations the power to generalize with breadth of view. Scholars must be trained to grasp and hold, not only the lessons of the day, but the whole subject, analytically, covering the study of months. Good teachers must be left free to accomplish the required results in their own way.

Examinations are disliked chiefly by ill-disciplined schools, in which the time for study is dissipated. Examinations worthy of the name presuppose fairness on the part of the examiner, self-reliance on the part of the pupil, and perfect honesty on the part of both.

A lesson learned from many books is most likely to be recited in original language. Geography and history, at their best, will awaken a desire for more information than any single text-book can give. Reading, with its necessary adjunct of physical training, is the most important and yet the most neglected branch of instruction.

In arithmetic, the aim must be to dwell upon the essentials, with much analysis of concrete examples, for the sake also of the language and the logic.

Simple accuracy is the highest goal in arithmetic. The study of English is profiting most by the reforming of school methods.

The schools are widening their swath of practical knowledge every day. Manual training is strengthening the union between words and things, in the physics of wood and iron, the geometry of sewing, the chemistry of cooking, and the physiology of work. Here, I have found a school using odd minutes to name specimens of the wild flowers found in the vicinity, here another school absorbed for an hour in the study of a well-filled cabinet of woods and minerals, here another school closely watching the development of a fine collection of cocoons to observe the first emergence of the insect, and here another school eagerly scanning with microscope a selected portion of meat structure in order to better understand the facts of physiology. Many a good teacher has evidently heard the grand injunction: "Let mother Nature come into your school-room and be your assistant. She is not too proud to do so. She will help you if you will let her."

THE WORK OF THE CITY SUPERINTENDENT.

By W. A. BLAIR, Winston, N. C.

The superintendent should be thoroughly well acquainted with the science and art of teaching,—should be prepared to lead his teachers and should lead them.

The teachers' meetings are the sources of life, light, and heat to the school.

Neither superintendent nor teachers should be obliged to spend much time in making averages, or attending to mere clerical work.

Immortal souls are worth more than figures or per cents.

The teacher should not be made to feel that the superintendent is a spy, looking for faults; but a friend, an encourager, a helper. Consequently his visits to the rooms should be looked forward to with pleasure by pupils and teachers.

The superintendent should be an authority on educational subjects and the adviser of the board, not its clerk.

Just as teachers are not expected to tell their pupils everything, but to lead them to find out for themselves, and thus become interested and enthusiastic discoverers, so the superintendent should not lay down the law "thus far shalt thou come, and no farther," but should allow latitude and encourage originality.

In view of his various and delicate relations to teachers and to the board, the superintendent should be a man of supreme and infinite tact.

STATE INSTITUTES.

By SUPT. H. S. JONES, Erie, Pa.

Whenever the state is called upon to take charge of teachers' institutes, great care should be exercised by those in authority, that the tendency of the management be not in the line of that kind of centralization which checks the growth of local interest, and increases individual indifference.

What may seem to be a poor institute may possess seed elements of true educational growth; and what may appear on its face to be an excellent institute, may prove in the end to be merely a product of showy, unfertilized flowers. Too often in institutes under immediate state control, no hand comes openly to the front, but that which is gloved with state authority. The effect of this is to weaken community interest, the very soul of popular education. The extreme of state direction is seen in "cut and dried" instructors, and cut and dried programs, drawn up in detail as to subjects, and the apportionment of time even to a minute.

The state through its agents should inspire and arouse, rather than direct and perform. The state should be able to take a broader view than the individual. It can afford to be patient, and so use its power as to bring forth those rich results that call for waiting as well as for labor.

THE EXAMINATION OF TEACHERS.

By SUPT. E. E. WHITE, Cincinnati, O.

We have reached the point in school administration, where a wiser and more efficient policy with respect to the examination and licensing of teachers is desirable. The problem is not an easy one, but its solution is a pressing need. Some of the elements in this policy may thus be stated.

1. The examiner should be an educator—one who has had experience in teaching and school management, and is interested in the promotion of the calling. Educators must stand guard at the door of the teachers' profession; this is now true in cities of the first class in Ohio, the law requiring five years of successful experience in teaching.

2. The examination of teachers should be a test, (1) of scholarship, including knowledge, power, culture, and intelligence, and (2) of professional knowledge—a knowledge of principles and methods of teaching, and school management. It is assumed that knowledge is an essential condition of right action. The amount of professional knowledge required should increase with the experience of the teacher. If the examiner be not an inspector of schools, he cannot wisely attempt to test skill or success.

3. Conclusive evidence of moral character should be

required—character being the one essential qualification of the teacher.

4. Provision should be made for permanent or renewable certificates. It should be made possible for every competent teacher to reach an unquestioned recognition of his right to teach. It is now possible for a teacher in Ohio to do this in five years.

THE SCHOOL PRINCIPAL.

By GEORGE HOWLAND, Supt. Schools, Chicago, Ill.

In emphasizing the personal influence of the class teacher, we should not lose sight of that teacher of teachers, the school principal. Many a teacher, I fancy, wearied and worried with the ever pressing and perplexing cares of the school-room, often turns to the principal as a refuge from troublous boys and annoying girls. Instead of a single grade, the principal must be acquainted with the entire course of study in its general outline and its smaller details. Nowhere but in the school-room can this knowledge be acquired. The organization of the school and the manner of its doing, strike the keynote, as it were, of the year. In truth, the whole scheme should be clearly outlined in his mind before the opening morning. But through his teachers must his purposes be performed, and with them he must be in full and hearty accord. He should make sure on the advancement of a class to a higher grade, that not a day, not an hour, is spent by the receiving teacher in exhaustive reviews to ascertain what the class knows. There is nothing, perhaps, in which the guidance of the principal is more fruitful of good results than in the adjustments of the different parts of the school, that all, by a united effort, may move on with a single purpose to a common end, and within the allotted time. There is no school, no teacher, perhaps, that has not some point of marked excellence, and it is the part of the principal to note this meritorious work, and promote its spread,—to assist the contagion of spread. Our good teachers must largely be made in our own schools,—sooner and better for the fitting preparation,—but in the actual school-room must they learn to interest, to instruct, to develop, and at the same time to control, with a quiet, discerning watchfulness and easy grace, and an ever-growing power, through the kind interest, the wise guidance, and the healthful influence of the school principal.

THE PURPOSE AND MEANS OF CITY TRAINING SCHOOLS.

By S. S. PARR, Dean of the Normal School, DePaul University, Greencastle, Ind.

City training-schools are a part of the general movement to secure intelligent and trained teachers. This movement originated in Germany, at the close of the seventeenth century, and has spread from there to all civilized countries. The distinct impulse to which we owe our American normal-schools is that inaugurated by Horace Mann and Edmund Dwight, in Massachusetts in 1839. The New York and Pennsylvania schools are a fruitage of the Massachusetts movement. The normal-schools of the three states mentioned have inspired those of the remainder of the country. The principal cause which has called city training-schools into existence is the fact that in thirteen of the states supplied with state, city, and other normal-schools, the ratio of teachers instructed at such schools to the whole body of teachers is only eighteen per cent., and that in six states among those best supplied with normal-schools of all kinds, the ratio of yearly graduates to the number of new teachers demanded is only about sixteen per cent. of that number. Another influence which has led cities to organize training schools of their own is the quality of state normal-school work. These schools pitch their work mainly to the needs of the rural districts, from which their pupils come, and to which they as teachers return. The pupils derived from these localities are deficient in the commonest elements of technical academic knowledge, and require that by far the greater part of the instruction given shall be applied to supplementing this deficiency. The purpose of all normal-school work is the same. Schools exist in different environments. Pupils present themselves possessing the most divergent kinds of intelligence. The demands of the localities for which particular schools train teachers are variable. But in all this diversity there is a recognizable constant. This is the quality which forms the dividing line between academic work—that common to high-schools, academies, and colleges—and that which, by contrast, is called professional training, and has as its specific end intelligence, skill, and efficiency in the art of teaching.

The fundamental thought in teaching is that of conscious purpose and conscious means. Teaching does its work by studied steps. It is not a game of chance, in which the end is not seen, or, if seen at all, appears as through a glass darkly. Means are not selected at random, the hand using the first tool it falls upon. In these conceptions lies the difference between teaching done on a foundation of academic knowledge, however lofty its quality, however high the grade of institution which bestows it, and that which rests on the fundamentally opposite basis of true normal-school training. The academic teacher wields his pupils' minds and his subjects at random. He is like the marksman who fires at the target with his eyes shut. Such a teacher is wanting in systematic insight into the effects his means produce; he does not distinguish between the essential and the accidental; and does not perceive the successive steps necessary to the end sought. He is an arbitrary and capricious manipulator of subject and pupil. We must hold clearly before our eyes the fact that the differ-

ence between academic and teacher's training is a qualitative and not a quantitative one. There is a qualitative difference between general psychology and educational psychology; between general knowledge of the natural sciences, language, history, or mathematics, and a teaching knowledge of them; between the history of education for general intelligence and the same facts organized to enlighten the process of teaching, and between that view of organization, government, recitation, and other sub-processes of the school which serves all classes of people, and that view of them necessary to wield the school as an instrument. Whether the course extends over a week or over four years, whether it train in but one subject or in the whole curriculum of subjects, this qualitative difference is the organizing principle of all normal-school work.

Finally, to reduce teaching knowledge to the simplest form, it is a kind of introspection. Perhaps the thought is nearest the truth when we say that it is a special application of what Porter calls the philosophic consciousness to the problem of mental growth under stimulation. A good name for it is the teaching consciousness. The presence of this form of consciousness is the essential characteristic of normal-school work. The purpose of the normal-school is to confer the habitual and studied power of this phase of introspection. Its presence constitutes growth of any kind of professional teachers' training. Its absence decides beyond question that the thought in which it is lacking is academic in quality. Psychology, method, school-economy, and the history of education, are as thoroughly academic as chemistry, astronomy, and the calculus, without they are accompanied by this form of introspection and by the thought of the conscious use of subjects and faculties as means for the production of definite and ordered development.

The city normal-school exists for the purpose of conferring the teaching consciousness on its pupils, or, at least, advancing as far toward this end as its circumstances will permit. If this principle be admitted as a fact it is plain that its end is to secure thinking, and power of a certain quality. The amount of exercise the school can bestow must be fixed by the environment in which it exists.

STATE TEACHERS' INSTITUTES.

By JOHN W. DICKINSON, Secretary State Board of Education, Mass.

An institute is a society organized for teaching the principles of things. A teachers' institute is an association of teachers established for the purpose of discussing the principles and methods on which the science and art of teaching are founded. A state teachers' institute is one established and directed by state authority. The idea of a school teachers' institute was invented at a teachers' convention held in Tompkins county, New York, some time, I believe, in the year 1844. Meetings were afterward held in several counties in the state. The first institutes were organized and supported by their members. Horace Mann, observing the work of these voluntary associations, thought it best to present to the teachers in Massachusetts an opportunity to judge of their value from personal experience.

Hon. Edmund Dwight, a personal friend of Mr. Mann, and ever ready to aid him in carrying out his educational plans, contributed one thousand dollars to enable him to try the experiment of training the teachers of the commonwealth by means of teachers' institutes. To encourage attendance, the funds contributed by Mr. Dwight were expended in paying the board of the members of the institute.

Among those accustomed to speak to the teachers and to the people on educational topics at the first Massachusetts institutes were the most distinguished educators of that time. They were such men as Louis Agassiz, the great naturalist; Prof. Arnold Guyot, the most noted geographer of his time; Prof. William Russell, the renowned teacher of elocution; Dr. Lowell Mason, the pioneer teacher of vocal music in the public schools; Samuel Green, the grammarian, and Warren Colburn, the mathematician. These distinguished philosophers attracted the attention of the teachers of the commonwealth, and inspired them with a desire to increase their knowledge of the subjects they taught, and to improve their method of teaching these topics to others.

The state teachers' institutes, the normal schools, and special, well-educated supervision, as a means of placing over our public schools competent instructors, have done much towards producing a radical reformation in these institutions, and towards enlisting an intelligent sympathy in their support.

First. The institute teacher should teach, not tell his class in words, but teach the definition of teaching. This may be done by teaching what an object of thought is, and what a subject; and what it is to present these to the learner's mind as occasions for knowledge, and for that development of the faculties which may be produced by their right activity. From this teaching, the definition of the act may be easily derived. A clear understanding of what it is to teach is important. It will prevent the teacher from too much talking and explaining, and assigning lessons from text-books to be committed to memory and recited without ideas or without any development of active power. It will lead him to present the objects and subjects of the lessons to the learner's mind and simply direct the thinking that should follow.

Second. After the definition of teaching has been presented, the ways or methods of performing this act should be considered. There are two methods of teaching, and study—one employs the analytic process, the other the synthetic.

The laws of the intellect that determine its modes of

activity in acquiring knowledge, and which form the basis of a philosophic method of teaching are: *First*: the law which requires that whatever is to be known shall be made to hold the relation of object to the mind. *Second*: the law that requires the object to hold the relation, first of writing, and then of parts or attributes in their order. These two laws of the intellect are the principles upon which a method of teaching should be based. The objective element of the method is based or founded upon the first principle. The analytic element is founded upon the second principle. From the two principles found in the laws of the intellect that control its activity, may be derived the analytic objective method of teaching, which the mind must be trained to use with facility, that its power may be cultivated. It must be borne in mind that the analytic process includes two acts of the intellect. The first in order is an analytic act: the second, a synthetic. Both these acts, taken together and in the order suggested, constitute one process of the intellect, called the analytic process.

The synthetic process is the reverse of the analytic. After teaching with considerable care the nature of method in thinking, and of the two methods which may be used, it may be easily shown what the principles of teaching are, and that the analytic method is founded upon them. There are three ends that may be accomplished by school exercises: *First*, they may direct the pupil to some useful knowledge; *Second*, to the right method of study; *Third*, to a right use of the faculties. The mind is now prepared to discover the relations that exist between the principles, and the ends to be accomplished by the application of the method.

COUNTY INSTITUTES.

By A. G. LANE, Supt. Cook County, Ill.

During the last ten years, numerous meetings of teachers have been held for various periods of time, and under several different names. The terms teachers meetings, conferences, institutes and conventions are commonly used to denote the meetings continuing from a half a day to one week in which the time is devoted to general lectures, papers on theory and methods of teaching, school economy and management, followed by a general discussion of thoughts presented. Institutes, assemblies, teachers' retreats, summer schools, and summer normal schools, are names applied more generally to gatherings that continue in session from two to six weeks in which continued instruction is given in academic and scientific subjects, in psychology, theory and practice of teaching, and methods and principles of education.

According to the last report of the United States commissioner of education, out of twenty-eight states reporting an entire teaching force of 276,000, one-half of 189,000 attended institutes. Some of the states, New York and Pennsylvania, provide by law for the dismissal of the schools for not over one week, and teachers receive their salaries if they attend the institute. The Illinois law provides that the schools may be closed not to exceed five days in the year, nor more than three days in one term, and that teachers shall be paid if attending an institute. This is intended to provide for special extra meetings of teachers beside the regular county institutes.

A demand exists for them, in the great body of teachers employed in rural and small village schools. Their education is limited. Their means of acquiring special knowledge of school work by association with others at their homes is restricted. Their possession of books and periodicals relative to teaching is inadequate. Their power to train children is undeveloped and deficient. The most wise and efficient management of institutes that can be devised, is needed so that this army of men and women, who mold and shape the lives and characters of millions of children for weal and woe, may be aroused, inspired, instructed, and fitted to perform the important duties of their high calling. The greatest demand, then, is for a better knowledge of the objects and purposes of an education, and of what constitutes real power in school training. Institute work as arranged and conducted in many places does not meet the requirements of the active, progressive teachers; hence they do not attend the meetings.

A demand for them can be created by legal enactment, as has been done in states where officers are required to hold a county institute for at least five days; by petitions of teachers to legislators and county authorities asking for legislation and appropriations; by united action on the part of the leading educators in a state or county, organizing and conducting an institute, using the best local talent, and demanding skilled instructors from the state superintendent or state normal schools, where there are any.

The attendance should be made compulsory where the law provides that the salary shall continue during time spent in attending them. Make the institutes of positive value to teachers, and they will attend. Teachers in graded schools should have work bearing specially on the grade in which they teach. Where the number of teachers in graded schools is sufficient to arrange for a classification by grades, as in all large cities, and in counties where there are many graded schools, let there be one or more divisions of primary and grammar grade work. Where the teachers are mostly from rural schools, where one teacher is employed, there should be a division into sections, so that fifty or sixty teachers shall be in one room under an instructor. Those teachers whose schools are largely made up of children in the first, second, and third reader should constitute one section, and those having schools of mostly advanced pupils should constitute another section.

[CONTINUED ON PAGE 194.]

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

March 31—René Descartes, Fr. philosopher, bn.—1596.
April 1—Prince Bismarck, German statesman, bn.—1815.
April 2—Thomas Jefferson, Am. statesman, born—1743.
April 3—Washington Irving, Am. author, born—1783.
April 4—Oliver Goldsmith, Irish author, died—1774.
April 5—Thomas Hobbes, Eng. philosopher, bn.—1588.
April 6—Raphael, a noted painter, born—1483, died 1520.

COLUMN ADDING.

By SUPT. E. C. BRANSON, Athens, Ga.

FIRST YEAR'S WORK.

1. Pupils cannot add well until all the involved combinations are perfectly, automatically known.

2. These combinations are 36 in number, as follows: 2+2 (4) 3+2 (5) 3+3, 4+2 (6) 4+3, 5+2 (7) 4+4, 5+3, 6+2 (8) 4+5, 6+3, 7+2 (9) 5+5, 6+4, 7+3, 8+2 (10) 6+5, 7+4, 8+3, 9+2 (11) 6+6, 7+5, 8+4, 9+3 (12) 7+6, 8+5, 9+4 (13) 7+7, 8+6, 9+5 (14) 7+8, 9+6 (15) 8+8, 9+7 (16) 9+8 (17) 9+9 (18).

3. (a) Combinations with 1's, (b) the reverse arrangements of the combinations given above, and (c) the addends beyond 9, are omitted as being (a) sufficiently easy to be left with the pupils after the start, or left to another work with numbers, (b) sufficiently obvious if the work was begun objectively, (c) unnecessary as the other units results are all taught in the combinations under 10 inclusive.

1. *Purpose.*—To teach all the pairs of addend's for all the numbers to 10 inclusive, as busy work with objects and figures. This in connection with the regular treatment of the numbers to 10 inclusive. 16 combinations in all are to be taught.

2. *Materials.*—

a. Peg-boards (such as are described in "Education by Doing") made by any cabinetmaker at 4 cents each per hundred (the cost here).

b. Pegs.

c. Splints (10 cents per bundle at most drug stores.)

d. Straws cut into equal lengths.

e. Black horn buttons—because cheapest, 15 cents per gross. (Buttons are preferable to beans, as they roll less easily off desks.)

f. Tooth-picks, wooden (10 cents per 2,000 at the drug stores.)

3. *Method.*—

a. Busy work with objects and slates.

Begin this busy work when the number 4 has been begun, and the Arabic characters from 1 to 4 have been taught. Treat the combinations for the numbers following 4 as they are regularly disposed of in the number work of the year. The addends are to be in pairs always.

Teach the pupils to arrange splints, tooth-picks, or pegs, on the upper left hand corner of the slate thus, $\begin{array}{|c|c|c|c|} \hline & & & \\ \hline & & & \\ \hline & & & \\ \hline & & & \\ \hline \end{array}$ and to use figures to the right of them so

that the work stands thus, $\begin{array}{|c|c|c|c|} \hline & 3 & 2 & \\ \hline & 1 & 2 & \\ \hline & 4 & 4 & \\ \hline & 4 & 4 & \\ \hline \end{array}$ As soon

as the pupils know what is wanted in matter of form, they may be left to find out all the pairs of addends for all the numbers treated.

Marks upon the slate, as indicated above, very well take the place of objects, for variety's sake.

In using the peg boards, instruct pupils to begin work in the upper right hand corner, and to keep the pegs in a vertical line upon the right; also, to leave a row of unused holes between the sets of numbers. As each pair of numbers is arranged, the pupils put a corresponding figure work upon the slate, preserving the column form as indicated.

The children, when called upon, read off their work from the slates.

b. Review and proof with objects.

Arrange figures upon the board thus: $\begin{array}{|c|c|c|c|} \hline 2 & 8 & & \\ \hline 7 & 7 & & \\ \hline 4 & 7 & & \\ \hline \end{array}$ Call for

the needed number. Ask to have the first number shown; the next, the last (4, 7). Ask for a full statement.

c. Oral review without objects.

After the busy work of the children has discovered to them the facts, ask to have them stand and tell all the pairs of addends that make the numbers treated.

Arrange part of the addends of a number about the circumference of a circle, the number itself in the center. As the numbers about the rim are pointed at, let the children, either singly or in concert, give the complementary addends. Let the children themselves frequently conduct this entire exercise.

d. Review the combinations in column additions—this toward the end of the year.

Column additions may be taught as soon as the pairs of addends for all the numbers to 10 inclusive have been taught.

Begin counts to 50 (or somewhere near) by 2's, 3's, 2's and 3's alternating, 3's and 2's, 4's, 3's and 4's, 4's and 3's, and 5's. Pupils build upon peg boards, copy upon slates in Arabic characters in columns, and add both from slates and peg boards. All the 16 combinations (except 7+2) are thus reviewed with only four additional combinations involved, 7+4, 8+4, 8+3, 9+3.

Build columns upon blackboard, involving no combinations beyond 10. Children add quietly to obtain individual answers, then aloud, singly, or in concert. *Rapidity the aim.*

| | | |
|---|---|---|
| 5 | 4 | } and so on—to be added and only the results called as reached in going up the columns, as 5, 7, 10, 14, 16, 17, 20, etc. |
| 2 | 2 | |
| 3 | 1 | |
| 4 | 3 | |
| 1 | 2 | |
| 6 | 6 | |
| 4 | 2 | |
| 3 | 3 | |
| 2 | 4 | |
| 5 | 3 | |

Here, in passing, I have to say that I have found this work not only not out of place, but decidedly in place with the advanced sections of first-year pupils; but only when the work is made to have the place and to take the form indicated in this paper. If it be urged in objection, that pupils so young are not apt to be able to know such results as 30, or 40, or 50, it is answered that neither do you know results, in the sense urged. Think 30 miles of distance if you can. Guess the number of beans in this double handful. You are lucky if you come within a dozen of the number. What children very early know is this—difference by ones; what they do not so well know is difference counted into definiteness by ones. Advanced sections of first-year pupils, toward the end of a year's careful drilling in numbers, have not only a pretty highly developed sense of more and less, but also of more or less by differences counted into ones. What more do you know? Anything different in kind? The child is pretty apt to handle 30 with as clear appreciation of the number as you will have of 30 hundred.

SECOND YEAR'S WORK.

1. *Purpose.*—To teach the combinations for all the numbers to 18 inclusive, 20 new combinations—which completes the treatment of all the possible combinations, used in column additions.

2. *Materials.*—Any convenient objects or none at all. Simple marks upon slates are perhaps best now, if the contents of the numbers are to be objectively derived. (The use of those marks indicated in first year's work.)

3. *Methods.*—The work now assumes three distinct forms:

(1) The discovery by the pupils of all the pairs of addends for all the numbers as successively treated.

(2) A drill upon these combinations in all possible ways, till the pupils know them automatically.

(3) A practice of them in column additions. Drill upon the combinations for 11, until these are known, before those of 12 are considered.

While the drill is going on from day to day, construct upon the board columns of figures that shall involve all the combinations to 11 inclusive (20 in all). Pupils study these columns, and then add them. *Aim at rapidity.* I wish I might thunder this at you. *Accuracy* follows pretty closely upon the heels of rapidity in mathematics.

Specimen columns for 11 are as follows:

| | | |
|------|------|---|
| 4568 | 2576 | } In this way construct columns treating 12, and the combinations for all numbers below it as well; then treat 13 the same way and so on. Mind you, the best review for any set of combinations, together with a review of all the combinations taken, are columns of figures carefully and appreciatingly constructed. |
| 2548 | 5944 | |
| 3324 | 4485 | |
| 4253 | 5796 | |
| 6533 | 5143 | |
| 5462 | 7557 | |
| 4155 | 3323 | |
| 4274 | 6762 | |

When 18 has been treated, then any combination, at random, may be put into the columns. But random

work before this stage of the subject, means insufficiency of thought put upon the problem of teaching adding. Lastly use Walton's Card, because of its convenience.

A CONDENSED HISTORY OF GROWTH.

On the 4th of March, 1789, the government under the Constitution began, with eleven states. North Carolina came in on Nov. 21 of that year, and Rhode Island, on the 29th of May, 1790, under the act of March 6, 1790. Vermont had been formed out of a part of the territory of New York, and on Feb. 18, 1791, an act of Congress admitted her for the 4th of March following. Kentucky came in June 1, 1793, so that fifteen states joined in the election of President Washington for his second term.

Tennessee came in June 1, 1796. The Northwest territory had been established under the famous ordinance of July 13, 1787, settled, and as it was made into states, the eastern portion of it became a state Nov. 30, 1802.

"The Louisiana purchase" had been under the treaty of April 30, 1803. This French territory had been divided by Congress into two parts, the southern being called the territory of Orleans and the northern the district of Louisiana. The people of the former, early in 1812, formed a government, and the state of Louisiana was approved April 8, 1812; Indiana followed Dec. 11, 1816; Mississippi Dec. 10, 1817; Illinois Dec. 3, 1818, and Alabama, Dec. 14, 1819. Maine followed, March 15, 1820, being formed out of a part of Massachusetts; while Missouri (formerly the district of Louisiana) was admitted Aug. 10, 1821.

The admission of this state was made memorable, because the act authorizing it, passed March 6, 1820, prohibited slavery in certain territories. The debates on that subject resulted in the appointment of a joint committee of Senate and House, which reported a "Resolution providing for the admission of the state of Missouri into the Union on a certain condition," which condition was formally accepted.

The nine years from 1812 to 1821 had thus been fruitful in the extension of the Federal system, having resulted in the admission of seven new states covering a large area. This activity in state making was followed by a lull lasting fifteen years, during which no state was added. But when the first half century of the government under the Union drew to a close, the event was prefaced by the creation of two new states—Arkansas, formed out of the French territory, was admitted June 15, 1836; Michigan, formed from the Northwest territory, was admitted Jan. 26, 1837. Thus the first half century closed with twenty-six states in the Union.

Spain had ceded Florida to the United States under the treaty of Feb. 23, 1819, and in 1839 its people sought admission as a state. It was proposed to make two states, East and West Florida. This led to debate, for the North began to be wary about increasing the slave states. The consequence was a double admission, the first in the history of the country. On March 3, 1845, an act was passed which said:

That the states of Iowa and Florida be and the same are hereby declared to be states of the United States of America, and are hereby admitted into the Union on an equal footing with the original states in all respects whatever.

The entrance of Texas, which occurred near the end of 1845, was the first admission of an independent republic not cut out of our own territory. In 1848 Wisconsin came in, and California followed in 1850. Minnesota was admitted in 1858; Oregon, in 1859; Kansas, in 1861; West Virginia, in 1863; Nevada, in 1864; Nebraska, in 1867. Then, came Colorado, in 1876. Now, just as the first century is about to close, four new states join the glorious band.

INVESTIGATION WORK.

By W. J. BROWN.

This is the name I give to work that is taken up along with any subject that is pursued; for example, "Geography." The word "products" comes up. "What are the products of this country, right here?" It was assigned as a subject and a week was given for investigation.

After a week had gone by I called for the results.

It being a country village, only country products were named. Each pupil gave substantially the same things. So I appointed a pupil to tabulate them (explaining the term), and adjourned the subject.

The next day it was taken up again, and the results were very interesting to me. It was substantially as follows: "The products of this part of the state of Ohio are: Butter, cheese, wood, leather, maple-sugar, wheat,

corn, potatoes, eggs, poultry, wool, beeswax, honey, barley, apples, plums, cherries, cabbages, grapes, horses, sheep, cows, calves, lambs, and bricks."

I then proposed that we should ascertain the amount raised of these products in the district, and the value of them. This would take a week, and was undertaken with interest. The price per pound, or a bushel, of each product was given, and the whole added up. It amounted to over \$30,000.

While this was somewhat outside of school work, yet it had a practical side to it, and the pupils were very much interested. It gave them an idea of "What people live by," as Tolstoi names one of his books.

This "investigation" work has many points of value. "Every lesson is a lesson in language," says Col. Parker; and I endeavor to have my pupils ready with the pen—the sign of civilization. They are often set to write what took place in the history class, at a recess, at a party, at the church, at the Sunday-school, etc. But the "investigation work" is writing applied to some specific subject of which we are ignorant.

Another example. In a village about eight miles from us resides a member of the legislature. The subject of the duties of members of the law-making body came up, and two pupils volunteered to interview the Hon. Mr. ———, (one of the committee was his nephew). The result was read and listened to with great interest. It detailed the ride, the incidents, the lunch, etc.; the duties of the member were stated to be "to pass necessary laws." All this work does not stand in the way of the regular duties of the school-room.

In conjunction with such work comes the necessity of keeping a school diary. I have a cheap blank-book and on each page put down (or rather one of the pupils does) what is to be done on any day of the week. For example, if a class is to investigate and report on the 22nd of January, on the page set apart for the 22nd of January this is put down, etc. Every day, I examine the diary for that day and for days in advance, and tell the pupils; besides they have the diary before them. They examine it with much care.

CURIOSITIES OF FIGURES.

If there is any magic in any number, it is in the figure 9, not especially in 45, for we find all the witchery by multiplying 1, 2, 3, 4, 5, 6, 7, 8, 9, either forward or backward, by any of these figures, 9, 18, 27, 36, 45, 54, 63, 72, or 81. Probably the reason of the apparently curious result of these multiplications will appear to a mathematically inclined mind by this simple illustration:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | | | | | | | 9 |
| | | | | | | | 8 | 1 equals 9 |
| | | | | | | | 7 | 2 equals 9 |
| | | | | | | | 6 | 3 equals 9 |
| | | | | | | | 5 | 4 equals 9 |
| | | | | | | | 4 | 5 equals 9 |
| | | | | | | | 3 | 6 equals 9 |
| | | | | | | | 2 | 7 equals 9 |
| | | | | | | | 1 | 8 equals 9 |
| | | | | | | | 9 | 9 equals 9 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 equals 9 |

Explanation: One less to carry each move to left, which is balanced by one greater in right-hand figure of product, because the total in each case is 9 less.

(Reverse.)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|-------------|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | | | | | | | | 9 |
| | | | | | | | | 9 equals 9 |
| | | | | | | | 1 | 8 equals 9 |
| | | | | | | | 2 | 7 equals 9 |
| | | | | | | | 3 | 6 equals 9 |
| | | | | | | | 4 | 5 equals 9 |
| | | | | | | | 5 | 4 equals 9 |
| | | | | | | | 6 | 3 equals 9 |
| | | | | | | | 7 | 2 equals 9 |
| | | | | | | | 8 | 1 equals 9 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 9 equals 81 |

One more to carry each move to left, which is balanced by one less in right-hand figure of product, because it is 9 more total.

Any one may amuse himself by multiplying this sequence of figures by the other figures, of which 9 is a multiple, up to 81, with similar results. If the multiplier is greater than 9, the difference in amount to carry forward, instead of being one less or one more as above, will be equal to the number of times 9 will go into the multiplier. Multiplied by 18, we have 9 twos and a cipher. Reversed, we have 9 sevens, 8, and 1. Multi-

plied by 81, we have 9 nines and a cipher. Reversed, we have 9 ciphers and 8 and 1.

In the same way the philosophy of the fact that the sequence, 1, 2, 3, 4, 5, 6, 7, 8, 9, multiplied by 8, produces 9, 8, 7, 6, 5, 4, 3, 1, 2, may be shown.

QUEEN VICTORIA'S ANCESTORS.

"Queen Victoria is the niece of William IV., who was the brother of George IV., who was the son of George III., who was the grandson of George II., who was the son of George I., who was the cousin of Anne, who was the sister-in-law of William III., who was the son-in-law of James II., who was the brother of Charles II., who was the son of Charles I., who was the son of James I., who was the cousin of Elizabeth, who was the sister of Mary, who was the sister of Edward VI., who was the son of Henry VIII., who was the son of Henry VII., who was the cousin of Richard III., who was the uncle of Edward V., who was the son of Edward IV., who was the cousin of Henry VI., who was the son of Henry V., who was the son of Henry IV., who was the cousin of Richard II., who was the grandson of Edward III., who was the son of Edward II., who was the son of Edward I., who was the son of Henry III., who was the son of John, who was the brother of Richard I., who was the son of Henry II., who was the cousin of Stephen, who was the cousin of Henry I., who was the brother of William Rufus, who was the son of William the Conqueror, 800 years ago."

Her son, the Prince of Wales, will be King of England, and Emperor of India, for Queen Victoria was the first to unite the two countries under one civil government, though England has controlled India for hundreds of years. England and Scotland were united under King James the first, because he was heir and inherited both thrones. Queen Victoria inherited the throne of England, but acquired that of India; her son and heir will inherit both.

HINTS FOR USE OF OBJECTS IN DRAWING AND DESCRIBING.

Ask each pupil to bring a plant with leaves and flowers. Teacher: Tell me one thing you can see in the plant. The pupil will readily write one sentence. Teacher: Now write something else. Teacher: Now see if you can draw something that you have been writing about. The main purpose is to get pupils to see for themselves with the least possible suggestion. While the children are writing and drawing the teacher should watch the work of each child as far as possible. Teacher: I am afraid you do not see much, James; look again. You see something more. Martha, try again. Many times a pupil will see something he cannot name, and then you will have to give him a name, and write it on the board. Avoid the continuous use of the same idiom, i. e., the plant has ———. Get all the variety in idioms possible. Most if not all questions will be asked by the objects, and the investigations will grow into a system, if pupils are not forced into one from the first. To vary the exercise, put a stuffed bird before the pupils. Teacher: Tell me one thing that you can see. (Looking over Mary's shoulder.) You have good eyes, Mary: you may go to the table and see something more. Richard, I am afraid your eyes are not good. Look again, and draw what you see, if you cannot tell me. In this way you will gradually introduce plants, leaves, roots, fruits, animals, shells, minerals, and manufactured articles. Follow the line in which pupils show the most interest, and insist upon careful work. Great care should be taken not to force investigation, but let it follow its quiet, sure course.

A FEW FACTS ABOUT THE DESTRUCTION OF HUMAN LIFE BY ANIMALS.

If the statement were not officially made, it would seem to be a gross exaggeration that 22,907 persons are nearly 60,000 cattle were destroyed in India in 1885 by tigers, leopards, and venomous snakes. Most of these people were poor ryots whose little farms border the jungles. An appalling number of human beings, particularly in Africa, fall prey every year to the beasts and reptiles of the unreclaimed regions of the world. The crocodile is one of the worst enemies of human life. and in the Congo basin alone, probably several thousand persons annually become the prey of his voracious appetite. The audacity of these creatures was illustrated a while ago on the Cuanza river, where one of them

pulled a white man off the gangplank of a steamboat, and drew him under the water. Prof. Drummond, in his recent book, tells of these particular perils of African travel, and of his own narrow escape once when he was about to sit down on what appeared to be a patch of verdure, but in which, in fact, was the coiled body of a snake, for whose poisonous bite no antidote has yet been discovered.

A lion once sprang out of a thicket upon Livingstone, knocking him down, lacerating his shoulder with his teeth, and the career of the great explorer would have been cut off before he achieved fame, if his armed attendants had not been near at hand. Joseph Thomson was tossed on the horns of a buffalo, disabling him for weeks, and a few months ago, Mr. Deane, an employe of the Congo State, was killed by an elephant, who pierced him through and through with his tusks.

THE WORD METHOD.

By SUE E. LITTLE, Pittsburg, Pa.

I have been very much interested in my first opportunity of teaching a pupil to read by the word method; or, perhaps I should say, a combination of the word, sentence, and phonic methods. A young French-American, probably twenty-two years old, applied at the academy for private lessons. I could hardly comprehend such entire ignorance of booklore as was his. He could not read a word in either French or English; he had never tried to make a letter; he knew absolutely nothing of figures. On the other hand, he is bright, and very anxious to learn. The first day, I gave him nothing but *I see a boy*, and the word *man*. He wrote the sentence, and learned the words, *as words*. At the end of the first week, he knew thirty words, and could read and write any combination of these words; he could also pronounce many other words when they were shown in connection with those he knew; e. g., knowing *man*, he could pronounce *pan, ran, tan, fan*, etc. The following is a sample of his work as handed to me, at the end of the first week, and with the exception of two words it is entirely from memory; so, of course, it shows a very small part of what he could do with the book before him, or with a little help from me.

| | | |
|------|------|-----------|
| see, | man, | eat, |
| bee, | can, | fat, |
| be, | ran, | rat, etc. |

Afterward he wrote these sentences:

I see a boy and a man and a cat. A dog and a fan. Can you see the dog and a fan?

He can write numbers to one hundred, and is through addition, and the first case in subtraction. He has also had this week addition of U. S. money. I had very little time to give him, and he had no help from any one else at school, except for twenty minutes one day.

THEORY AND PRACTICE.

By F. GILLUM CROMER.

1. The origin and force of the English alphabet.—Fitch's Lectures on Teaching, pp. 189-191.
2. What are the tests of a good question?—Fitch, p. 156.
3. Which exerts the greater influence, the severity or certainty of punishments? Why?—Fitch, p. 117.
4. Should a teacher "economize his praise for pupils?" Why?—Fitch, p. 109.
5. Of what use are maps and globes in a school?—Fitch, pp. 320-321.
6. Discuss the following: 795 applications for certificates in Darke county last year to teach about 200 schools.

[This is a good idea. Will our correspondents give us more of the same kind.]

THE PRINCE OF WALES CORNERED.

When the Prince of Wales was eleven years old, he had a governess by the name of Miss Hillyard. She gave him a lesson to learn one day, but he did not feel like studying, and amused himself by looking out into the garden, and playing with his fingers on the window. His teacher told him to study his lesson. He said he did not want to study, when Miss Hillyard told him if he did not learn his lesson she would put him in the corner. "I won't learn, and I won't stand in the corner," said he, "for I am the Prince of Wales." The governess sent for his father. When he came he took a rod and gave him a whipping, and stood him in the corner, and said to him, "You will stand there until Miss Hillyard gives you liberty to come out."

[CONTINUED FROM PAGE 191.]

The superintendent or chief officers who are vested with the power to license teachers should have the general supervision of institutes, that they may:—

1. Exert authority or power in securing attendance.
2. Classify with authority.
3. Learn most of each teacher.
4. Be able to recommend to school officers the best teachers.
5. Bear the full responsibility of the failure or success of the work.

The workshop should be connected with the institute to enable teachers:—

To construct forms and solids to be used as the basis of language, number, and arithmetic.

To learn how to prepare charts for reading, language, number, etc.

To prepare relief and outline maps.

To collect, classify, and preserve plants, insects, birds, etc.

To construct simple apparatus, to mold forms, to dissect objects, and to use the microscope.

To learn to use all means and appliances that the most enterprising and progressive teachers have developed and tested as an aid, in the science of teaching.

To appreciate the great value of illustration and construction, or industrial training, in the training and education of a child.

Since Horace Mann traversed the state of Massachusetts appealing to the teachers and the people to recognize the momentous results that were to be the outgrowth of the right or wrong training of children, arranging institutes and conventions in which he set forth the methods and the fundamental laws and principles of education, there has been a sure, steady growth in public sentiment in favor of thoroughly trained, competent teachers. The institute has done much to supply and sustain the normal schools, and has brought the colleges of our land to recognize teaching as a profession by the establishment of pedagogy.

Three-fourths of all the teachers in this country are working faithfully for the most part, but with little or no adequate idea of the results which should be attained, or of the correct ways to reach them. These teachers, millions of children, and the people of this country still need a Horace Mann to trample up and down, warning, entreating, expostulating, beseeching, arousing, inspiring, demanding that the children be properly educated.

This end must be reached. The destiny of this nation hangs upon the issue of universal education. The attainment of this result depends wholly upon the high aims, right methods, true principles, and real power of educated trained teachers.

This institute is one of the great agencies through which these results are to be reached.

TO WHAT EXTENT AND HOW, CAN MANUAL TRAINING BE INTRODUCED INTO GRADED CITY SCHOOLS?

By SUPT. EDWIN P. SBAVER, Boston, Mass.

The question of manual training in public schools, though yet unsettled, seems to be growing clearer. The discussion, heretofore largely theoretical, now advances in the gathering light of experience. During the last 10 years have been organized schools and departments of schools in which manual training has been made the leading feature. Some of these schools are public schools, while others are supported by fees and endowments. Definite results of these experiments begin to appear, and the most interesting contributions to the discussion now are the records of such results and the means used in obtaining them.

On one branch of the general question the argument from experience seems already conclusive, proving that systematic class instruction in the mechanic arts can be given to boys of the high school age with facility, with economy, and with excellent results. This conclusion points to the general adoption of a new kind of school. The purpose of this paper is to show that a highly useful and desirable enlargement of the public school system, especially in cities and large towns, would be made by organizing schools which may be descriptively named mechanic arts high schools. This name seems preferable, although another name, manual training schools, has already obtained a wide currency. A word now as to what is implied in the name mechanic arts high school. The new school is called a high school to mark its grade or place in the public school system, and its relations to other schools below and above it. Its pupils will usually come from the grammar schools, having finished their studies there at the age of about fourteen years. They will here pursue for three or four years

A COURSE OF TRAINING

partly in book work, and partly in the mechanic arts and in drawing, on a level with other boys of equal age who take the classical or the commercial or the general course of study in other high schools. After graduation they will pass either into higher institutions, as the boys from classical high schools usually do, or into active life with most of the graduates of other high schools. But the higher institutions of learning will be schools of science or technology, rather than colleges, and the active life will be led more in the industrial than in the professional pursuits.

It seems to strike some persons as very odd that anything worthy the name of liberal culture should be imparted by a mechanic arts school. The wits treat the idea with ridicule, and the philosophers gravely wag their heads as if doubting the entire sanity of a mind possessed of such a notion. Both illustrate the vigor with which old ways of looking at things survive. Ever since the revival of learning, the habit has been to associate liberal culture with classical studies, and with classical studies alone. The liberally educated man has been taken to be a man well versed in the languages and history of Greece and Rome. No knowledge of physical nature, however profound, no success in discovery or invention, however brilliant, could quite make up for a lack of classical learning. Hence great naturalists, physicists, chemists, mechanicians, architects, engineers, have been supposed to be a little inferior to what they might have been, if only their youth had been spent in the study of Latin and Greek.

Every child, boy, and youth, whatever his condition or position in life, should devote daily at least one or two hours to some serious activity in the production of some definite external piece of work.

It remains now to mention briefly the results of experience.

An exhaustive review of all the experiments that have been made, with consideration of all the local conditions and influences, would be a most interesting and valuable work for some one to undertake: but the limits of this paper preclude anything more than a brief mention of the main points. Experience appears to have proved satisfactorily:

1. That a three or four years course of study, consisting of selected and graded shop-work two-fifths of the time daily, drawing one-fifth, and appropriate book-work two-fifths, results in a high degree of mechanical intelligence, a good degree of general mechanical skill, and a well-marked development in the power of independent thinking.

2. That such instruction takes a strong hold on the minds of a large class of boys who are either not so well reached or not reached at all by the subjects and methods of teaching current in the older high schools.

3. That such instruction draws some pupils away from the older high schools, but more from a class of boys who have not, as matters have stood heretofore, become pupils of the older high schools at all.

4. That such instruction is very keenly relished, and appreciated by boys; who usually like no studies so well as those which have an obviously direct bearing on

THEIR FUTURE OCCUPATIONS.

and delight most of all in exercises that bring their active powers into productive activity.

5. That up to a certain point such instruction is a substitute for apprenticeship, now gone out of use, and as far as it goes, is vastly better than apprenticeship ever was in its best days.

6. That such instruction forms an excellent—and no doubt ere long to be considered indispensable—part of the preparation of students for schools of science, technology, or industrial art. Indeed, it is to be remembered that the mechanic arts school, as we now know it, originated in a purpose to give such preparation to students of mechanical engineering.

7. That such instruction is very popular, apparently because it is meeting a widely felt want.

8. That such instruction—particularly the mechanic arts part of it—can be effectively and economically given to classes in a school.

9. That a school organized for giving such instruction is entirely convenient and manageable as a part of the public school system in a large city.

10. The cost of such a school—building equipment, running expenses—is quite in keeping with the cost of any other high school.

This brings us to the exact question proposed for discussion today, namely: To what extent and how can manual training be introduced into city graded schools? My answer is: Organize mechanic arts high schools either as separate schools or as departments of existing high schools. To this extent, at least, and by this means a now neglected educational field can be occupied to great advantage. But this is only a partial answer: it applies to only one branch of the question but it is the branch that I happen to have most at heart just at the present time.

THE STATE AND HIGHER EDUCATION.

By SUPT. FRED. M. CAMPBELL, Oakland, Cal.

He defined the word commonwealth to mean not the common riches or money, but the common well being, that soundness or health of community which necessarily is common to all, because every man's well being in the highest sense is a contribution to an essential condition of the well being of all. Public virtue then, and public intelligence constitutes the true commonwealth, and these can be attained in but one way, by the attainment in every individual member of the community of personal virtue and personal intelligence.

THE AUTHORITY OF THE STATE

to provide for education was discussed. He defined higher education to mean not any particular study or set of studies, nor any particular method, or plan, or grade of instruction, but every study and all instruction, which is wisely adapted to a certain higher end, the end, namely, of the complete development of full intellectual and moral manhood and womanhood. If the true well being of society consists in the virtue and intelligence of its individual members, and if the true function of the state is to secure these, guarding its very existence from crime in the present generation and from ignorance in the coming generation, it is easy to see what are the true relations of the state and higher education. This education he thought is the thing of all others which the state must at any cost and at all hazard secure and maintain. He spoke of the practical benefit of education in teaching children to work. He closed with an eloquent plea in favor of the liberal support by the state of free public education, generous and ample in its scope, from the kindergarten up to the state university.

EDUCATION IN THE SOUTH.

By W. R. GARRETT, of the *Southwestern Journal of Education*, Nashville, Tenn.

1. Many mistaken views of Southern education have gained currency, both at home and abroad. The South did, indeed, make a grave educational mistake, but not the mistake so often attributed to it. It was the mistake of methods and systems, and not the mistake of indifference.

2. Exact statistics of early Southern education cannot be reached, but there is enough to show that many good schools of all grades have always been maintained and that the work of some of these was

EQUAL TO THE WORK OF ANY OTHER SECTION.

3. The practical defeat of Jefferson's school bill in Virginia in 1796 was a turning point in the history of Southern education and a fatal blow to public schools.

4. The greatest defect has always been in the primary work and in the lack of adequate diffusion, supervision, and appliances.

5. The establishment of public systems between the years 1867 and 1873 marks a new era. The appliances of the public system can be wielded by no hand but the strong hand of the state. The

effect of their introduction in the South has been wonderful. Supervision, normal schools, and institutes have extended their influence beyond the public schools and have reached the private school, the kindergarten, and the university. Their influence has permeated the entire population, and has planted the interests of education deep in the hearts of the people.

6. The recent development of education in the South has never been equaled in the history of the world.

7. The South expends over \$2,000,000 per annum for the education of the colored race. Some of the Southern states expend in education a sum equivalent to seven and a half mills on the dollar.

8. A cordial invitation is extended to attend the meeting at Nashville in July. Arrangements will be made for entertainment, and excursions will be provided. The teachers and people of Tennessee anticipate much pleasure and profit from the meeting.

MANUAL TRAINING IN UNGRADED SCHOOLS.

By PROF. JEROME ATLEN.

Prof. Allen said that manual training is thought-expression by other means than gesture or verbal language. Do pupils in our ungraded schools need this training? This question requires that the elements of a good education should be understood. We have no means of receiving knowledge except by the senses, nor have we any means of indicating knowledge excepting by the same avenues. The training of the senses, then, is essential to the getting and giving of information, and this process of getting and giving rapidly and correctly constitutes the first element in good education. In order to enlarge the mind all of the senses must be trained by doing things and by thinking. The true teacher aims to develop the whole child, and this cannot better be commenced than by means of hand, eye, and ear work.

The success of the kindergarten shows that its gifts, games, and songs, and above all its heart culture, make it the best physical, mental, and moral gymnasium ever devised for young children. We need the enlarging and uplifting power of the kindergarten engrafted upon our ungraded district schools. It is said that the ordinary country boy has better opportunities for getting manual training than the city boy; and he has in many respects, but he does not improve them. An all-sided physical training is exactly what the country boy and girl need to prepare them to take their places in the world with success. The object of education is to fit for future citizenship, and it must be admitted that the average country boy is not fitted for this important position as much as he would be if he had a more all-sided education.

The statement is made that we have no room for manual training exercises, as the various branches of study now pursued in our schools occupy all of the time. Mr. A. E. Frye says that fully three-fourths of the time spent in school work is thrown away. Mr. Martin, state agent of the Massachusetts board of education, thinks that much time is wasted in doing useless work on grammar. There would be plenty of time in all our schools for sensible manual training exercises if useless work now permitted would be taken out of them.

The beneficial effects of manual training are now subjects of record. Several New York principals have introduced these exercises into their schools with the most beneficial results. Especial reference is made to Principals Henry P. and Hugh O'Neill. But how can our district schools be furnished with a better class of teachers? Normal schools do not touch the ungraded district schools. The remedy is in the establishment of institutes in which methods and practice can be taught, and where some of the fundamental elements of the philosophy of education, psychology, and methodology can be learned. We need something that will show the rural school teacher what real teaching is and lead her to understand that character includes the possession of the true spirit of life, promptness, justice, virtue, honor, and faithfulness. In uplifting the teacher we uplift the pupils. The work must commence here. The points made in this paper may be summarized as follows:

1. The correct definition of manual training.
2. What kind of manual training our district school pupils need.
3. Kindergarten methods are universally commended; these should be introduced.
4. All studies in our schools receive their greatest impulse from the manual training exercises connected with them.
5. The elements of a good education center around a knowledge of things.
6. Time may be gained for better methods, by leaving out from school programs the useless materials in them.
7. Manual training exercises have proved highly successful.
8. Our ungraded school teachers can be trained by bringing the right kind of normal school instruction within their reach.

After the discussion which followed the reading of this paper the department adjourned for lunch.

THINGS OF TO-DAY.

Six thousand weavers struck at Fall River, Mass. [What is your idea as to the best means of settling labor difficulties? What do you think of the organization of workmen for the protection of their interests?]

It is proposed to complete the Panama canal by a ship railway. [What will be the advantage of having transit for ships across the isthmus? Where is there a ship canal in use at present?]

John Ericsson died. [For what was he noted? What effect had the invention of the Monitor on naval warfare?]

The Pennsylvania Railroad Company have bought a large tract of land for a terminus in New Jersey on New York bay. [What advantage does such a terminus give to a railroad? What lines are the Pennsylvania road's leading competitors?]

Money is being raised for the Confederate soldiers' home at Austin, Texas. [What have you to say of the feeling that prompts contributions in the North for this purpose? Recall some magnanimous acts of Gen. Grant.]

Mr. Parnell's recent speech indicates that the home rulers have decided to begin an offensive campaign. [What are Mr. Parnell and his associates seeking to accomplish? How would the pro-

posed change benefit Ireland? What are some of the evils of andlordism?

The question of ballot reform is under consideration by the New York legislature. [Why is there a necessity for ballot reform? What states have already passed laws on this subject? Describe the Australian ballot system. Why should candidates be made to publish a detailed account of their expenses?]

Plans are being considered for a new Episcopal cathedral in New York. [What are some of the most noted churches in the city? What is the largest church in the world? Name some of the different styles of architecture for sacred edifices. What are the main points of difference between the Gothic cathedral and the Greek temple? What do you know of the Egyptian temple at Karnak?]

An exhibition of American agriculture is being prepared for the Paris exposition. How do such expositions promote the world's progress? Where was the American centennial exposition held? What political event occurred in France one hundred years ago? What influence, if any, did the American revolution have over the French people?]

FACT AND RUMOR.

Emperor William will be made a Knight of the Bath by Queen Victoria when he visits England in July? [What relation is Emperor William to Queen Victoria? Name some famous literary men who belonged to the nobility. Why have we not titled nobility in this country?]

Prof. Brainard G. Smith is very well satisfied with the success thus far of the school of journalism at Cornell University. [What criticisms, favorable or unfavorable, can you make of newspapers as at present conducted? Who are the leading living American journalists? Name some papers that are devoted to science.]

Miss Nellie Brown Mitchell, the colored prima donna, has recently returned from a trip to the South, where she reports the people of her race to be making much greater progress than at the North. [What difficulties does the race problem present in the South? What has been done in the Southern states towards the education of the colored people?]

Alfred Austin, it is generally believed in English literary circles, will become poet laureate if he survives Lord Tennyson. [Who have been Lord Tennyson's predecessors in the office? Who are the best known English poets, now living? Name some of Tennyson's best poems.]

Lieutenant Howard, United States Navy, has obtained a year's leave of absence and organized a stock company for establishing a salmon fishery and fur-trading port in Alaska. [From what nation did the United States purchase Alaska? What is its principal town? Describe its people.]

Alexander, the new King of Servia, is said to be a bright and good boy of 13. [What monarchs can you name who succeeded to the throne at an early age? How old must the president of the United States be when he assumes his office?]

On June 8, 1900, Cardinal Manning will celebrate the silver jubilee of his episcopal consecration. [What do you know of Cardinal Manning? What cardinal once played a leading part in the politics of France? How is a pope elected?]

Scrofula and all humors are cured by Hood's Sarsaparilla, the great blood purifier.

NEW YORK CITY.

In preparing the list of teachers who are to be classified under the new methods adopted by the board of education, Superintendent Jasper finds that 1,908 of the teachers now employed have taught for more than five years. From this number will be selected those whose classes are to be examined during the year, and who will be graded accordingly. Next week the principals of the different schools will have a meeting before the superintendent, and the matter will be presented to them with instructions as to the information which they are to furnish about their respective teachers. These instructions will be in regard to the teachers who have taught in their schools since 1884, the grades in which they have taught, whether the teaching has been continuous, and the opinion of the principals as to what teachers should be exempt from class examination in the different grades taught by them.

The meetings of the principals will be divided into groups, one of the men and one of the women who are grammar school principals, each of which groups numbers about fifty. There will be another for the principals of the primary schools, whose number exceeds 150. The information which is furnished by the principals in regard to their teachers, will be used by the superintendents with their own information in determining the classification of the teachers.

Miss Kate E. Johnson, principal of Grammar School No. 59, in East Fifty-seventh street, died on Wednesday night after a long illness. Miss Johnson was one of the best known teachers in the public schools of the city, and she ranked among the ablest. She was born in Glens Falls, N. Y., and was a graduate of the Thirty-seventh street school, where she taught with success for several years. Afterward she took a class in object teaching, then a new feature for the schools, in the Saturday normal school for teachers. Five years ago she was appointed principal of the Fifty-seventh street school, to which she gave her best efforts. A year ago, during the "blizzard," she walked to school, and the exposure resulted in a long illness, to which is attributed her death.

Dr. Mary A. Allen, author of "Man Wonderful in the House Beautiful," has been invited to give ten physiological lectures in the city, during the latter part of March and beginning of April. The dates and places of meeting are not all arranged; but it pleases the teachers to know they are coming.

Dr. Allen has been lecturing for several years at teachers' institutes, normal and high schools, and is everywhere heartily welcomed.

She is president of the National Woman Physicians' Association.

tion, organized at Washington, D. C., last spring, during the "International Council of Women."

At the meeting of the American Institute of Christian Philosophy, held March 14, Professor Jerome Allen read a paper on "The Necessary Relation of Pedagogics to Christian Philosophy." At the meeting to be held on April 3, Mr. A. H. Siegfried, of the Chicago Daily News, will speak on "The Attitude of the Secular Press in America toward Religion."

Nicholas Murray Butler, Ph.D., will lecture in Columbia College to-day at 11:30 A. M., on "The Progress of Public Education," and on Saturday, March 30, on "The Beginnings of the Universities." All are invited.

BROOKLYN.

Meetings of primary grades have been held at Central school, Court street, as follows: March 1.—All Grades.—Benefits of Professional Reading to the Class Teacher, Principal W. M. Giffin, Newark. March 8.—1st, 2d, 3d, and 4th grades.—Plants and Practical Illustrations of how to Collect and Preserve Botanical Specimens for Class Work, Prof. John Mickleborough. March 15.—All grades.—The Principle. Underlying Elementary Language Teaching, Dr. Jerome Allen. March 22.—5th, 6th, and 7th grades.—Reading, Principal A. B. Guilford, Jersey City. Alice A. Douglas is chairman committee on primary grade meetings and has had much to do towards making them a success.

The oldest school building in the city, in Classon avenue, near Flushing avenue, was sold recently at auction, and will be torn down. It was occupied by Public School No. 4, and later by Primary Schools Nos. 14 and 45, and it was closed last year.

CONNECTICUT.

Mr. J. K. Bucklyn, organized the Mystic Valley Institute, at Mystic Bridge, 21 years ago with one pupil; but the school has grown steadily to be a large institution, and a very potent factor in the training of teachers, for the beautiful Mystic Valley, Conn., needs more normal schools. Why not make this a state normal school? This is a beautiful location overlooking Long Island Sound.

E. J. L.

A very interesting program is preparing by President F. H. Beede, for the Eastern Conn. Teachers' Association, for May 10, to be held at Willimantic.

E. J. LEWIS.

TEXAS.

The Rosenberg free school was recently dedicated at Galveston, in the presence of about four thousand people, the great majority of whom could neither be seated nor obtain standing room in the assembly hall, but had to be content with inspecting the various recitation rooms. Addresses were made by State Superintendent Cooper, Mr. Leo N. Levi, and others, and a very entertaining program was furnished by the children of the school.

The building was erected by Mr. H. Rosenberg, one of Galveston's most successful business men, at a cost of about \$80,000, and is a free gift from him to the children of Galveston. It is built in the most approved style of modern school architecture, and is supplied with the very best furniture that could be obtained. It is 302 feet long by 80 feet wide, and contains sixteen recitation rooms, an assembly hall 47 by 72 feet, library, principal's office, janitor's room, cloak rooms, etc. Mr. J. L. Long is principal, with sixteen assistants.

J. M. FENDLEY.

LETTERS.

362. DRYNESS.—In the March INSTITUTE, under the heading "A Dry Teacher," I read, "Nothing should be dry in the school-room." It is then said that a teacher who marks for daily recitations, whips pupils, uses report cards, etc., is a dry teacher.

An interesting question is, is it necessarily true? Cannot "percentage standings," "report cards," and "such like crutches" be made interesting?

I have regularly read the INSTITUTE for several years (19) with much profit; and through it was led to secure "School Management" by Kellogg, which suggested a plan for recording and sending to parents statistics of interest to themselves and the pupils. And I have seen, I think, interest awakened by such a "crutch" that could probably not otherwise have been aroused.

I have no sympathy with dry teachers,—except seen in a mirror—but to claim, or imply, dryness of all that use such "crutches" seems unjust.

Is positive knowledge of facts a sin in these times of new ideas? Must no pupil be asked his age, his nationality, his belief?

Are judicious examinations offenses against common sense? If so, what must teachers do who are required every year to put their pupils to a test prescribed by a county course of study?

My opinion is that the majority of teachers relieved of such guidance, would pursue such a desultory course as to render much time useless.

It does seem as if educational journals would attempt to make out that every exercise that isn't full of novelty is a failure. Their prescriptions for the ills of teachers would seem to run something like this: novelty at roll-call, for tardiness; novelty in study, for laziness; novelty in recitation, for inattention; novelty in the school; novelty out; novelty at home; novelty abroad; novelty here, there everywhere, and for everything; without novelty a failure.

But experience tells a different story. Scholars will be tardy—the parents often at fault—and inattentive, and lazy, in spite of everything; and the poor teacher whose heart sinks at the sight of heights unattainable, has cause for consolation in the fact.

Novelty is good; markings are good; "juice" vs. dryness, is good; whippings—rightly applied—are good; facts which cannot be disproved.

Fellow teachers, let us take heart! We cannot, like Pythagoras of old, select the material we are to work; we must mold and fashion what comes, as best we can. If we have plans from which good results spring, let us hold to them, perfecting if possible, but being sure we are done with the old before taking to the new. Let us read, and study, and improve, but take no concern when we have done our best.

R. L. POWELL.

363. DISCOVERY.—Through the use of a word incorrectly, in your paper, many teachers may be misled, and through the teachers, many thousand pupils,—especially so if the word is somewhat technical. In a recent paper, page 177, under the head of "All in a half century," the word "discovery" is used incorrectly. A thing is discovered that existed before it was found out. A thing is invented that never existed before; but was made or devised by man, and therefore new.

Webster's illustration between *discovery* and *invention*, under the word *discovery*, and Worcester's under the word *invention*, agree in the distinction between the two terms. To say, "The discovery of the electric telegraph," is simply absurd.

"Columbus discovered America."

"Whitney invented the cotton gin."

—Webster.

"Galileo invented the telescope."

"Harvey discovered the circulation of the blood."

—Worcester.

C. T. POOLER.

(The use of the word *discovery* in place of *invention*, referred to above, was a blunder for which there is no excuse to offer. It is an instance of *knowing* but not *doing*.)

364. SIGNIFICANT.—"These figures are not only startling—they are significant!"—SCHOOL JOURNAL, March, 9. Significant of what? Do speak out and let me know what you really think about the South.

From time to time in your columns short articles have appeared which end up with or contain a dark hint of something dreadful if you only could speak out. Do not be afraid of wounding our feelings.

But it is a little hard to quote our \$300,000 given to colleges against the \$26,000,000 given by the North, and intimate that it is because we live in the South we don't give.

Why speak of Vanderbilt as a Northern man? Why speak of other philanthropists of the North, unless you wish to convey the idea that there is some particular virtue in living north of the line?

Why conceal those other facts that the people of the North are more able to give than those of the South, and that there are more than a hundred Vanderbilts in the North where there is one in the South?

This latter fact is significant also—very significant!

But of what? I could appeal to sectional feeling and make as good a case against your section, with our people as you can against us with yours. But why keep it up?

It grieves me to see intelligent journalists, who ought to be above petty prejudices, who ought to know that the people of the South are to-day as much dependent on public opinion in the North, as are the people of Ireland upon the toleration of England—continually indulging in ungenerous slurs, or bitter tirades of abuse, calculated to keep alive the feelings of '61 in the breasts of the men of the dominant section.

Such treatment will make another Ireland of the South, and keep her people forever in subjection. Would you have it so?

I can hardly think it of you as yet, but I fear for you when there slips off your pen point the thought that men in the North give more freely than men in the South. My dear sir, come down next July to Nashville, and get acquainted with us. "A man's a man for a' that," whether he be born in Dixie or Massachusetts.

If you ever understand the Southern question, I dare to say that you will wish that more of the men who are able to give millions had been fortunate (?) enough to be born in the South.

Louisville, Ky.

J. T. GAINES.

(Next week's JOURNAL will contain an answer to the above.—Eds.)

365. A CORRECTION.—We recently reported H. J. Desmond, of Milwaukee, as one of the speakers at the Wisconsin State Association. It should have been W. J. Desmond.—Eds.

A Well Planned Entertainment

once a year will make a start for a library for almost any school in the country and keep it running over with good books. New York, New Jersey, California, Wisconsin, and many other states give state aid, it applied for. Best books can be purchased at us at best discounts. List of 1000 Best Books for School Libraries free. Send for it. E. L. KELLOGG & CO., 24 Clinton Place, N. Y.

BOOK DEPARTMENT.

NEW BOOKS.

TRAVELERS AND OUTLAWS.—Episodes in American History. By Thomas Wentworth Higginson. With an Appendix of Authorities. Boston: Lee & Shepard, Publishers, 10 Milk Street. New York: Charles T. Dillingham, 718-720 Broadway. 340 pp. \$1.50.

Mr. Higginson's books are always readable and good, and this one is no exception to the rule. Of travelers there are plenty, and the outlaws are not all dead—but those who furnish material for Mr. Higginson's pen at this time, lived some time ago, when outlaws were more cruel and vindictive than those of our day, and travelers were not so easily taken from place to place. The first chapter of the book is devoted to "The Old Salem Sea-Captains," followed by "A Revolutionary Congressman on Horseback"—"A New England Vagabond,"—"The Maroons of Jamaica,"—"The Maroons of Surinam,"—"Gabriel's Defeat,"—"Denmark Vesey,"—"Nat Turner's Insurrection." An appendix of authorities is found at the close of the book, which, if once commenced, will not be laid down willingly until finished.

VOICES OF CHILDREN. Principles and Discipline Through Which They May be Made Efficient in Speaking and Singing. By W. R. Leib. Boston: Ginn & Co., Publishers. 80 pp. 45 cents.

If speakers and singers do not attain a good degree of perfection in their efforts, it will not be the fault of authors and good books,—and yet it is true that, considering the number of good books which have been written on vocal culture, elocution, and the philosophy of the voice, a high standard of vocal utterance has not been attained. This defect arises from the fact that the work is not commenced soon enough. This work, by Mr. Leib, is a theoretical and practical guide, for the training, protection, and preservation of children's voices in speaking, reading, and singing. It is the outgrowth of many years' experience, and will be found full of the most valuable, practical suggestions, as well as based on the soundest philosophy. The author proves conclusively that, in order to develop good singers and speakers, the education of the voice must be begun in childhood.

POLISHED STONES AND SHARPENED ARROWS. A Collection of Scripture Texts and Illustrations for the Christian Worker and the Home. By C. W. Bibb. New York: Thomas Y. Crowell & Co., 13 Astor Place. 373 pp. \$1.25.

In the preparation of this volume, the author had a three-fold purpose in view. First, to serve as a hand-book of illustrations for the preacher, the teacher, and the Christian worker. Second, that it may be the means of arousing to greater activity, sleeping Christians, and give them a higher sense of duty. And last, that some person, by reading it may be led to Christ. The twenty-three chapters, which compose the body of the book, are full of thoughts which show an overflow of Christian life on one side, and on the other a warning, with words which should rouse thoughts of duty, and a sense of responsibility. Many anecdotes and illustrations are scattered through the book, which bear upon the subject introduced, and the value of illustration in speaking or writing cannot be overestimated.

THE ENGLISH RESTORATION AND LOUIS XIV. From the Peace of Westphalia to the Peace of Nimwegen. By Osmond Airy, M. A. With Three Maps. London: Longmans, Green & Co., and New York: 15 East 16th Street. 282 pp. \$1.00.

The English edition of this volume is on all points connected with the matter of the book, the same as the American edition, noticed in a former issue of the JOURNAL. It differs somewhat in size, type, and general make-up; otherwise the volumes are identical.

SHOUP'S GRADED SPELLER. A Drill Book on Spelling, Pronouncing, Defining, and the Analysis of Words. Together With Language Lessons, Dictation Exercises, Synonyms, and Homonyms. By William J. Shoup, M. S. Saint Paul, Minn.: D. D. Merrill, Publisher. 128 pp. 20 cents.

This model speller is the outgrowth of a practical teacher's practical experience, and every page bears the mark of a skilled hand. It contains all that is of real value in other spelling-books, and introduces many features not found in any other work of the kind. This speller is graded to correspond with the various books of the graded series of readers issued in common schools. The author has made a special effort to make spelling a delight, and the consequence is that this is a spelling-book that is really interesting reading. The sounds of the letters, and their diacritical markings are so presented as to be a recreation; these are mingled with skillfully arranged word-groups, drills in the use of synonyms and homonyms with rules for spelling. Exercises on the derivation of words go through the higher grades, and are so arranged that pupils not acquainted with Latin can trace the meanings. Altogether, this speller has many most admirable features.

THE STORY OF LOUISIANA. By Maurice Thompson. Illustrations by L. J. Bridgman. Boston: D. Lothrop Co., Franklin and Hawley Streets. 337 pp. \$1.50.

Of all the states in the Union, Louisiana is the most romantic in its history, the richest in minor incidents, and the most barren of any great features exclusively its own. Its "story" is the third volume in the "Story of the States," edited so ably by Mr. Brooks, and fresh from the pen of one of America's foremost prose poets. It is no wonder then that the book is an intensely interesting one. As a record of a commonwealth whose people are unique, and whose history is an open field for romance, this volume will receive from every section of the Republic, a warm welcome. The state has long been a special study with Mr. Thompson,—he is well acquainted with her people and scenery, and for the first time the whole story of the state is told. In arrangement, the book opens with "A Colony of France" 1699-1713. This is followed by "A Paper, Eldorado," "In the Days of Bienville," "From France to Spain," "Under the Flag of Spain," "Intrigue and Unrest," "Under the Stars and Stripes," "The Territory of Orleans," "The Battle of New Orleans," "The Old Regime," "In the Civil War," "The Pelican State,"—to which is added "The Story of Louisiana told in Chronological Epitome," "The People's Covenant," and "Books Relating to Louisiana." The volume is fully illustrated with strong and characteristic designs by Mr. Bridgman.

PETIT THEATRE DES ENFANTS. By Mrs. Hugh Bell. London: Longmans, Green & Co., and New York: 15 East 16th street. 115 pp. 50 cents.

These "Twelve Tiny French Plays" for children are bright and pretty, differing somewhat from ours, but just the kind that children can learn and perform well. As a rule, the parts taken are in short sentences, and easily learned. For young pupils in the French language, this little volume will be especially useful.

THE COMING SLAVERY, THE SINS OF LEGISLATORS, AND THE GREAT POLITICAL SUPERSTITION. By Herbert Spencer. New York: The Humboldt Publishing Co., 24 East Fourth street. 60 pp. 15 cents.

These three essays, by Mr. Spencer, are especially timely and "The Coming Slavery," is a part of the life of all who live in the large cities especially. The essay brings forward in the most truthful manner, the deserving and undeserving poor. In the second essay, Mr. Spencer proposes to deal with those "Sins of Legislators" which are not generated by their personal ambitions, or class interests, but which result from a lack of study. "The Great Political Superstition" shows that, in the past, this superstition was the divine right of kings; in the present, it is the divine right of parliaments.

FIRST FRENCH COURSE; OR, RULES AND EXERCISES FOR BEGINNERS. By C. A. Chardanel. A New and Enlarged Edition. Boston: Allyn & Bacon. 257 pp.

This little volume, by a skilled teacher, and a native of France, should be entitled to a high place in the student's curriculum. It is a new and enlarged edition, containing a good deal of the technicality of a grammar, with rules, and a profusion of exercises, oral and written. With a good teacher the book would be all that was required for beginners in the French language, and for a student with some knowledge of the language, it is a valuable companion.

TROPICAL AFRICA. By Henry Drummond, LL.D., F.R.S.E., L.G.S. New York: The Humboldt Publishing Co., 24 East Fourth street. 67 pp. 15 cents.

In ten chapters, Dr. Drummond gives to the reader, in the most interesting way, a great amount of knowledge concerning tropical Africa,—toward which the minds of so many thinking people are turned. The most delightful chapter, perhaps, is "A Traveler's Diary," which takes the reader through a series of wanderings on the Nyassa-Tanganyika plateau.

A DISSECTED REPRESENTATION, SHOWING THE INNER PARTS OF THE HUMAN BODY. With Descriptive Text and an Appendix containing general rules for the Preservation of Health. Translated by William Geers, Indianapolis, Ind.: G. H. Keyler & Co., publishers.

Accompanying this "Dissected Representation" are diagrams showing the position of the muscles, ribs, respiratory organs, intestines, etc., and an explanation of the signs used in the diagrams, and the single parts of the dissected plate. These five views are arranged,—I. Anterior view of the body,—II. Anterior thoracic region,—III. Viscera contained in the thorax,—IV. Abdominal viscera, V. Interior view of the posterior part of the body. Following this explanation is a description of the dissected parts, with an appendix, composed of hygienic advice, and poisons and their antidotes.

DRILL LISTS IN UNITED STATES HISTORY. A Companion Book to "Outlines of United States History." By R. Heber Holbrook. Lebanon, O.: C. K. Hamilton & Co., University Bookstore. 28 pp. 25 cents.

In these "Drill Lists," it has been the desire and aim of the author to reveal new and interesting methods of attaining the all-important end of making the teaching and study of history, not only exciting and attractive, but a thorough preparation for citizenship.

AMERICAN PRISONS IN THE TENTH UNITED STATES CENSUS. A Paper by Howard Wines. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 36 pp. 25 cents.

This is one of the "Questions of the Day" series, and consists of a paper read before the National Prison Association, in Boston, July 14, 1888. The "Paper" is full of the most interesting and sometimes startling facts in connection with American prisons. Tables of sentence duration are given, with their states and territories.

GROVER CLEVELAND. By William O. Stoddard. New York: Frederick A. Stokes & Brother. 263 pp. \$1.25.

"The Lives of the Presidents," by Mr. Stoddard, brings us, in this volume, the life history of our recent president, Mr. Cleveland. The author has, in his usual pleasant style, narrated the genealogy of the Cleveland family, going back to 1648, but the greatest interest is felt when the reader arrives at the Rev. Richard Cleveland, father of the President. "Grover Cleveland" is introduced as the son of one pastor, receiving his name from another,—Rev. Stephen Grover, of Caldwell, N. J. Mr. Stoddard, who is already so well known as a writer of the "Lives of the Presidents," has not left his work unfinished in the preparation of this volume. It is perfectly well done, and as a matter of course brings forward many scenes and incidents with which his readers are already familiar. There is perhaps an unusual amount of interesting political history found in this volume of the series, as it has come and gone in our own day, and is of so recent a date. The book is written in the author's usual bright and happy manner, adding another good volume to his already long list. An excellent portrait of ex-President Cleveland is found at the opening of the book.

THOMAS JEFFERSON AND THE UNIVERSITY OF VIRGINIA. By Herbert B. Adams, Ph.D. Bureau of Information. Circular of Information, No. 1, 1888.

Next to the work of Jefferson in behalf of democratic government, the most important is that in connection with this educational institution which has gained him the title of the "Father of the University of Virginia." It seems natural that the champion of human rights should be foremost in the work of education by which those rights are made secure. This volume contains in addition to a full history of the institution, a frontispiece portrait of Jefferson, drawings of the buildings by him and his granddaughter, Cornelia J. Randolph, and many other illustrations; also sketches of other Virginia institutions.

INDUSTRIAL EDUCATION IN THE SOUTH. By Rev. A. D. Mayo. Bureau of Education. Circular of Information, No. 5, 1888.

The author, after an eight years' observation of the educational needs of Southern American society, has become convinced of the necessity of this type of instruction there. Since the war the American people have come to realize what a vast realm in the South remains untilled, and along with this there is a feeling of

the incompetence of our labor system to deal with the stupendous task of developing this new world. Of the seven million colored people, the majority are but little way beyond the old time habits of work. In looking forward to a means to fit the masses to meet the new conditions, one naturally asks, "Cannot the school system be made in some way the agency of the new training and organization of the industrial forces?" The author then states what has been done by the founding of such institutions as Claflin College, Clark University, Hampton Institute, Howard University, and others.

REPORTS.

ANNUAL REPORT OF THE SCHOOL COMMITTEE OF PROVIDENCE, R. I., 1888. H. S. Tarbell, superintendent.

Attention is called to the fact that the school accommodations are insufficient, and the committee recommend that measures be taken to supply the deficiency. The need of an assistant superintendent is also pointed out. The superintendent takes the ground that children should be educated for the industries and not in the industries. Teachers need preparation for such work, and appliances must be provided and plans developed.

BIENNIAL REPORT OF THE STATE SUPERINTENDENT OF SCHOOLS OF WEST VIRGINIA, 1887 and 1888. Hon. Benjamin S. Morgan, state superintendent.

The only view to take of the different schools provided by the state and supported by public taxes, is that which regards these schools as one educational system. The schools that should be embraced in this system are the sub-district, graded, high, and normal schools, and the West Virginia University. In the practical working of these schools there will always be a reciprocal dependence, whether recognized and provided for by law or not. The high schools have not been what they should be, and it is believed that the solution of the problem lies in the jarring off of high school districts. A teachers' reading circle has been established, and can with proper management become a very effective means of promoting the general and professional improvement of the teachers.

LITERARY NOTES.

G. P. PUTNAM'S SONS have in press a unique limited edition of Irving's "Life of Washington," a work for which Bryant predicted "a deathless renown."

J. B. LIPPINCOTT Co. issue an entertaining story by Dr. S. Weir Mitchell, entitled, "Far in the Forest."

CASSELL & Co.'s recently published book "Jonathan and His Continent," written by Max O'Rell, is one of the wittiest books of travel that has appeared in years.

ROBERTS BROTHERS have just published the following: "A Modern Mephistopheles," and "A Whisper in the Dark," two stories by Louisa M. Alcott in one volume; "Romances of Real Life," selected and annotated by Leigh Hunt; "Deirdre," an epic poem, by Robert D. Joyce; "Wild Life in a Southern Country," by Richard Jeffries.

LEE & SHEPARD recently issued "Andersonville Violets," a romantic story of the war, by Herbert W. Colingwood, the reading of which will help people to understand each other's views of the race question, and to banish sectionalism.

THE SCRIBNERS have in press the second volume of the Rev. Dr. Marvin R. Vincent's "Word Studies in the New Testament." It relates to the writings of John—the Gospel and the three Epistles. The second edition of the first volume of this important work has just been issued.

TICKNOR & Co. announce among their March publications "Dragon's Teeth," translated from the Portuguese by Mrs. Mary J. Serrano; "Forced Acquaintances," by Edith Robinson; and "Under Green Apple Boughs," by Helen Campbell.

HUMBOLDT PUBLISHING CO., 24 East 4th street, New York, publish "Force and Energy," by Grant Allen, in which some important questions of science are discussed.

SCRIBNER & WELFORD announce a new and revised edition of D'Anver's "Elementary History of Art."

A. C. McCLURG & Co. have just published "The Dignity of Man," a volume of sermons by the late Bishop Harrison, of Michigan, whose death while attending the Lambeth conference last summer was greatly deplored.

BELFORD, CLARK & Co. publish "Our Pariahs," an account of confabulations had by a quartet of tramps, in which those professors of social science give their views of things in general.

MAGAZINES.

The April Magazine of Art, for artistic and literary merit, has not been excelled by previous numbers. The beautiful frontispiece, "The Dead Bird," will win general admiration. The leading article is a carefully written and illustrated sketch of Washington Allston, A.R.A., by M. G. Van Rensselaer. Following this is "Netsukes, their Makers, Use, and Meaning," by H. Seymour Tower; "A Hopeless Dawn," painted by Frank Bramley; "At the Old Masters," by Frederick Widmore; "The Isle of Arran"—III., by L. H. Higin; "Illustrated Journalism in England,"—III., by C. N. Williamson; "Babyhood for March contains articles on "Pneumonia in Infants and Young Children," "A Medical View of Nursery Discipline," and much other matter of interest to mothers and others having the care of young children. The April number of The Century is devoted largely to celebrating the Centennial of the Inauguration of Washington in New York, April 30, 1789. The contents of the number includes: "The Inauguration of Washington," by Clarence W. Bowen, illustrated with views of New York in 1789, the reception at Trenton, portraits, etc.; "Washington at Mt. Vernon after the Revolution," by Mrs. Boston N. Harrison, with a number of interesting illustrations, and "Washington in New York in 1789," by the same author; "Original Portraits of Washington," by Charles Henry Hart, and "A Century of Constitutional Interpretation," by Professor John Bach McMaster.

Valuable Testimony.

Those who are skilled in the nice adjustment of evidence will see why we value the following. They will also discover why we refrain from imposing further introduction or adding more than our usual suggestion as to brochure and address.

Hon. P. H. Jacobs, well-known chemist, editor of the Poultry Keeper, Farmers' Magazine, and Agricultural Department, of the Philadelphia Record, says:

"I have examined carefully the Compound Oxygen manufactured by Drs. STARKEY & PALEN; also their mode of treatment by inhalation, and have noted the great benefit to those who have used it among my personal friends. I cheerfully say that it offers better promises of curing such diseases as consumption, bronchitis, asthma, catarrh, dyspepsia, nervous prostration, rheumatism, neuralgia, and all other complaints of a chronic nature, than any other treatment that has come to my notice. That it will give to the exhausted system renewed and permanent vitality is beyond a doubt."

The brochure to which we refer contains the history of Compound Oxygen, and a record of cures in many interesting cases. This with our quarterly review, Health and Life, will be forwarded free of charge to any one addressing, Drs. STARKEY & PALEN, 1529 Arch Street, Philadelphia, Pa.; or 331 Montgomery Street, San Francisco, Cal.

TEACHERS' AGENCIES.

"WORDS, WORDS,"

many of them mean nothing. Read the following and see what you think about them.

"At this stage of our business relations I feel that I can say conscientiously and heartily that I could commend the Teachers Co-operative Association to all who wish to deal with an honest man, one who attends to the interests of his patrons, and who will not fill applicants with vain hopes no matter how anxious they may be. You are at liberty to print this with the heading 'unsolicited' if you wish.

Yours sincerely,

W. A. MERRILL, [Prof. Latin.]

"MR. ORVILLE BREWER:—Your letter containing \$5 for information of vacancy at G— at hand. I have corresponded with other bureaus, but have not received such prompt and careful attention from any other as I have received from you. When I write I feel both that I am writing to a friend and to the friend of teachers in general."

St. Paul, Minn. February 13th, 1889.

"MR. BREWER:—I shall always have cause to thank you for insisting on my coming to St. Paul."

Mrs. C. L. PLACK, [Principal Training School.]

"Let me thank you for your untiring efforts in my behalf. I shall never forget your kindness, and shall be glad to be of service to you when opportunity offers."

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ALBERT LEONARD, [Editor of "Pedagogy."]

"I have firm faith in the efficiency and integrity of your Bureau. You may refer to me, whenever such reference will aid you."

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VACANCIES NOW COMING IN.

The School and College Bureau of Elmhurst (Chicago), Ill., has to date (Feb. 10) received letters from over 200 of its former patrons and requests to select suitable candidates. Such letters are now coming in daily. The vacancies are in City and Village Schools, in Universities and Colleges, State Normals, Academies, Seminaries, Private Schools, etc., etc. Teachers, in selecting an agency, should not lose sight of the FACTS, VERY IMPORTANT FACTS, that, 1. We get our vacancies direct from employers; 2. We had over 1100 of these last season, 400 more than we could find suitable candidates to recommend; 3. While other agencies boast of filling vacancies by "the hundreds," (usually from 100 to 200), they have long lists of registered teachers not yet provided for, thus giving new members "a slim chance"; 4. Our plan of rejecting applicants whom we cannot serve keeps our list of registered teachers down to such numbers that each member receives individual and personal attention. 5. Our registration fee is reduced to cover the necessary expense of registration. Now is a good time to send for blank and circulars. Address

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W. D. Kerr, Manager Union Teachers' Agency. Dear Sir:—I have been registered with other Teachers' Agencies for several years, but have never been offered a position through them which I accepted. A few weeks ago I registered with you and as the result was offered two positions last week, to both of which you recommended me, each worth \$2,000 one at ———, N. Y., the other at Newark, N. J. I accept the latter. Unless teachers want to be made miserable in N. Y., the other at Newark, N. J. I accept the latter. To choose between several good positions, I would advise them to register elsewhere instead of with you. Yours respectfully, A. S. Downing. From the foregoing brief letter it is not fair to conclude that it will pay well qualified teachers to register in this Agency? All cannot expect to get \$2,000 positions, yet we may be able to help you to something that is more desirable than you now have. Send stamp for our New Manual. W. D. KERR, Manager, UNION TEACHERS' AGENCY, 16 Astor Place, New York.

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Patrons who give us early notice of vacancies in their schools, will secure from this office the record of carefully selected candidates suited to the positions to be filled, for any grade of school, or for school supervision.

No charge to School Officers for services rendered.

TO TEACHERS.

NOW IS THE TIME TO REGISTER for accidental vacancies and for repeated openings of the new school year. Not a week passes when we do not have calls for teachers. Calls for teachers for the Spring and Autumn of 1889 are constantly coming in. Forms and Circulars sent free.

TESTIMONIALS.

From HON. JOHN EATON, Pres. Marietta College, and for 16 years U. S. Comr. of Education.—

"From my knowledge of Dr. Hiram Orcutt, I should not expect any man in the country to excel him in selecting the right teacher for the right place."

From Supt. A. P. STONE, Springfield, Mass.—

"We have obtained several teachers from the N. E. Bureau of Education for the schools of this city, all of whom have proved highly satisfactory. We have always found there a good list of well-educated and experienced teachers to select from, and the representations made to us concerning the candidates have been in every case full, reliable, and true. Much time has been saved by seeking teachers through the Bureau."

From A. J. SNOKE, Supt. of Schools Princeton, Ind.—

"Dr. HIRAM ORCUTT, Dear Sir: We have been pleased with the applications prompted by your agency, and have offered positions to several. This favorable regard prompts me to give you the exclusive preference in reporting favorable vacancies. I now want five teachers, as indicated above."

From HON. JOHN EATON, Pres. Marietta College, and for 16 years U. S. Comr. of Education.—

"From my knowledge of Dr. Hiram Orcutt, I should not expect any man in the country to excel him in selecting the right teacher for the right place."

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"You have peculiar facilities for reaching out over the whole United States second to no agency in the country. We shall not forget you."

Monson Academy. D. M. D.

"Thanks for your promptness. Your information was ample, and candidates excellent and more satisfactory than those suggested by the other agencies I named."

Willow Female Inst., Camden, Ala. C. S. D.

"I desire to thank you for the very able manner in which you assisted me in obtaining a teacher."

Middletown, Conn. E. H. W.

"I fully believe that you conduct the best Teachers' Bureau in the nation, and shall not fail to seek your aid in the near future."

Indianapolis, Ind. E. T. P.

"The position I have received through your aid is most satisfactory, and I thank you for securing it for me."

Martins, N. H. A. W. T.

"I wish to thank you for the excellent work you have done for me."

Springfield, Mass. H. E. C.

HIRAM ORCUTT, Manager, 3 Somerset St., Boston, Mass.

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Does not get well of itself; it requires careful, persistent attention and a remedy that will assist nature to throw off the causes and tone up the digestive organs till they perform their duties willingly. Among the agonies experienced by the dyspeptic, are distress before or after eating, loss of appetite, irregularities of the bowels, wind or gas and pain in the stomach, heart-burn, sour stomach, etc., causing mental depression, nervous irritability and sleeplessness. If you are discouraged by good cheer and try Hood's Sarsaparilla. It has cured hundreds; it will cure you.

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100 Doses One Dollar

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THE PUBLISHERS' DESK.

Among the books that have made their mark upon the school progress of the age may be noticed Venable's New Arithmetics, a fine body of well graded oral and written problems, and neat and compact models of slate work; Holmes' New Readers; remarkable for brightness of type and paper, beautiful illustration, and most interesting and instructive lessons; Maury's Geographies; the popular two-book series, widely used in best schools, and everywhere successful and satisfactory; Maury's Wall Maps, valuable and beautiful aids for any school-room, and the Clarendon Dictionary, all published by the University Publishing Company of 19 Murray Street, New York.

Among the most fresh and attractive books of the time may be counted Jane Andrews' the Stories Mother Nature told her Children, a charming little volume containing series of short sketches intended to teach the young in an entertaining way some of the wonderful things of nature. The Seven Little Sisters who Live on the Round Ball that Floats in the Air, by the same author is equally popular, as also is the Ten Boys who Lived on the Road from Long Ago to Now. These books are all published by Lee & Shepard, Boston, who add to their list such pleasing features as Geographical Plays for Young Folks at School and at Home; Only a Year and what it Brought, a book for girls; The Flower People, Child's Talk with the Flowers, by Mrs. Horace Mann; A Kiss for a Blow, and Natural History for Little Folks, by Mrs. Sanborn Tenney; 30 cents each.

The value of map-drawing as an exercise in itself, and as a means of teaching geography can hardly be over-estimated; and all active teachers will be pleased to notice the announcement of Messrs. Van Antwerp, Bragg & Co., of Cincinnati, New York, and Boston, regarding their Eclectic Map-blanks, to facilitate the drawing of geographical and historical maps and charts. These consist of fourteen map-blanks, 10x12 inches, on fine drawing paper, corresponding in size and scale with the maps in the Eclectic Complete Geography. On each map-blank the proper projection, and the accurate outline of the country to be mapped, are printed in very faint ink.

Schools and academies making optical experiments and investigations, will be interested in the stock of optical goods of Messrs. W. H. Walmsley & Co., successors to R. & J. Beck, 1016 Chestnut St., Philadelphia. This stock includes microscopes, and all accessories and apparatus, photographic outfits for amateurs, spectacles, eye-glasses, opera and marine glasses, etc. An illustrated price list will be mailed free to any address. Mention the SCHOOL JOURNAL in corresponding with Messrs. Beck.

In the front rank of school text-books, for advanced grades, stand the publications of Messrs. Christopher Sower Co., of Philadelphia. Their Normal Educational Series includes Dr. Brooks' Normal Mathematical Course, Standard Arithmetic Course, and Union Arithmetic Course, combining Mental and Written; Brooks' Higher Arithmetic, Normal Algebra, Geometry and Trigonometry, Philosophy of Arithmetic, Manuals of Methods and Keys to the above; and Montgomery's Nor.-Union System of Industrial Drawing Boards, Lyte's Bookkeeping and Blanks.

The art of making colored lead pencils, or crayons, is one which requires the nicest skill and judgment in selecting, grinding, and mixing the colors. Foreign made crayon pencils have long had command of the American market, but now that the Dixon Pencil Company have produced colored pencils that are so strongly recommended by officials throughout the country, they certainly should be given the preference over foreign made pencils.

Teachers: Do not neglect the ministry of flowers. They will make life happier and better for you. Vick's Floral Guide for 1889, from Rochester, N. Y., is finer than all previous issues. It has new cuts and new type, is enlarged in size, and contains three elegant lithographs of Roses, Geraniums, and Melon and Tomato. These features must make the Floral Guide valuable to many thousands of people in this country. We also notice that Vick offers to the public this valuable work practically free; it will be sent on receipt of fifteen cents, and a certificate good for fifteen cents' worth of choice seed will be sent with the Guide.

DOCTORING IN THE DARK.

No sensible surgeon will attempt the performance of an operation involving human life in a room secluded from the proper amount of light. A practitioner will not attempt the diagnosis of a complicated disease unless he can see the sufferer and make an examination upon which to base his opinion relative to the course of treatment necessary to bring about a complete restoration of health.

Notwithstanding the impropriety of such action there seems to be a great deal of doctoring done in the dark.

By this it is not intended that a literal meaning be inferred, but that a great many mistakes are committed because of the darkness which is the result of ignorance. It needs no illustrations to demonstrate that gross ignorance has caused many fatal mistakes to be made in the treatment of diseases by those who profess to be learned in the art of healing.

In many diseases several organs are more or less implicated and what seems a primary ailment may be one quite remote. For instance, a severe headache may have its origin in a disturbed stomach. On the other hand, sickness at the stomach may be caused by a blow on the head. The seat of typhoid fever is in the upper part of the bowels, but most of its worst symptoms are often in the brain.

Symptoms of disease as well as diseases themselves are oftentimes followers or concomitants of some unsuspected organic disease and this is peculiarly true of lung, liver, brain, and heart diseases in general, for it is now known that they are the result of kidney disease, which shows its presence in some such indirect manner.

Several years ago a gentleman became convinced of the truth of this and through his efforts the world has been warned of kidney disease, and as a result of continued effort a specific known as Warner's Safe Cure was discovered, the general use of which has shown it to be of inestimable benefit in all cases where kidney treatment is desirable or necessary.

When consumption is threatened see to it that the condition of the kidneys is immediately inquired into and if they are found diseased, cure them by an immediate use of Warner's Safe Cure and the symptoms of lung decay will rapidly disappear.

There are too many instances already recorded of the terrible results produced by a lack of knowledge concerning the cause of disease, and human life is of too much importance to be foolishly sacrificed to bigotry or ignorance.

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Sold for \$100 until lately.
Best \$50 watch in the world.
Perfect timekeeper. War-
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Solid Gold Hunting Case. Re-
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them in your home for 2 months and shown them to those who
may have called, they become your own property; it is possible to
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Costly samples free, as the showing of the samples in any local-
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been in a locality for a month or two we usually get from \$1000
to \$5000 in trade from the surrounding country. This, the most
wonderful offer ever known, is made in order that our samples may
be placed at once where they can be seen, all over America. Write
at once, and make sure of the chance. Reader, it will be hardly any
trouble for you to show the samples to those who may call at your
home and your reward will be most satisfactory. A postal card on
which to write us costs but 1 cent and after you know all, if you
do not care to go further, why no harm is done. But if you do send
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gold watches in the world and our large line of **Costly Sam-
ples.** We pay all express, freight, etc. Address **George
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If your teeth are needing attention. Reliable
Work. Moderate Charges. Plastic Billing for
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THE CHOICEST EVER IMPORTED. NOTHING LIKE IT EVER KNOWN IN QUALITY, PRICES, PREMIUMS AND DISCOUNTS.

A CHANCE OF A LIFE-TIME.

Latest and Best Inducements offered in Premiums and Discounts to introduce and get orders for our New Teas Just Received, which are **Picked from the Select Tea Gardens of China and Japan**, none but the Highest Grade Leaf being used. All guaranteed absolutely Pure. Hand-some New Premiums of Imported China, Lamps, &c., given away with orders of \$10.00 and upwards, or discounts made if preferred. Good Teas 30, 35 & 40cts. Excellent Family Teas 50 & 60cts. Very Best 65 to 70cts, per lb. Special—We will send by mail a **Trial Order** of 3 1/2 lbs. of our very best Teas on receipt of \$3.00. When ordering be particular and state if you want Formosa or Amoy Oolong, Mixed, Young Hyson, Gunpowder, Imperial, Japan, English Breakfast or Sun-San Chop. No Humbug. Remember we deal only in Pure Goods. Send at once for a **Trial Order** to the **Old Reliable** and enjoy a cup of Good Tea. For further particulars address **The Great American Tea Company, 31 and 33 Vesey St., New York, N. Y. P. O. Box 249.**



Infantile Skin and Scalp Diseases

HAVE USED the CUTICURA REMEDIES successfully for my baby, who was afflicted with eczema, and had such intense itching that he got no rest day or night. The itching is gone, and my baby is cured, and is now a healthy, rosy-cheeked boy.

MARY KELLERMANN, Beloit, Kan.

We have used your CUTICURA REMEDIES, and find them worthy the claim you make for them. In fact, they cannot be too highly recommended. Our little girl had the eczema, and suffered intensely for one winter, and, although under the care of a skilled physician, he could afford her no relief, but by the use of your CUTICURA REMEDIES she was speedily cured. We will not be without them.

B. A. MANLEY, Milo, Iowa.

Cuticura Remedies

For cleansing, purifying, and beautifying the skin and scalp and restoring the hair of children and infants and destroying the germs of scrofula and all hereditary humors, the CUTICURA REMEDIES are simply infallible.

CUTICURA, the great skin cure, instantly allays the most agonizing itching, burning, and inflammation, clears the skin and scalp of crusts and scales, and restores the hair. CUTICURA SOAP, the greatest of skin beautifiers, is indispensable in treating skin diseases and baby humors. It produces the whitest, clearest skin and softest hands, free from pimple, spot, or blemish. CUTICURA RESOLVENT,

PIMPLES, black-heads, red, rough, chapped, and oily skin prevented by CUTICURA SOAP.

MY BOY, aged nine years, has been troubled all his life with a very bad humor, which appeared all over his body in small red blotches, with a dry white scab on them. Last year he was worse than ever, being covered with scabs from the top of his head to his feet, and continually growing worse, although he had been treated by two physicians. As a last resort, I determined to try the CUTICURA REMEDIES, and am happy to say they did all that I could wish. Using them according to directions, the humor rapidly disappeared, leaving the skin fair and smooth, and performing a thorough cure. The CUTICURA REMEDIES are all you claim for them. They are worth their weight in gold to any one troubled as my boy was.

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the new blood purifier, cleanses the blood of impurities and poisonous elements, and thus removes the CAUSE. Hence the CUTICURA REMEDIES cure every species of torturing, humiliating, itching, burning, scaly, and pimply diseases of the skin, scalp, and blood, with loss of hair, and all humors, blotches, eruptions, sores, scales, and crusts, when physicians and all other remedies fail.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, \$1.00. Prepared by the POTTER DRUG AND CHEMICAL CORPORATION, Boston.

Send for "How to Cure Skin Diseases," 64 pages, 50 illustrations, and 100 testimonials.

BABY'S Skin and Scalp preserved and beautified by CUTICURA SOAP. Absolutely pure.

Lawyer—"And so you really think, Bobby, of becoming a lawyer when you grow up?"

Bobby—"Yes, sir; my Uncle James thinks I ought to be a lawyer."

"Does he, indeed. And why does your Uncle James think so, because you are bright and smart?"

"No, sir; because I ask so many foolish questions."

Her grandmother was so sick that the report got out that she was dead. A sympathetic old gentleman met the child on the street.

"And when is your grandmother to be buried, my dear?" he asked her.

"Not till she's dead, sir."

An apothecary who is continually troubled with inquiries respecting the time, was asked the other day:

"Please, sir, will you tell me what time it is?"

"Why, I told you the time not a minute ago," said the astonished apothecary.

"Yes, sir," replied the lad, "but this is for another woman."

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